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4th ed

Shahr Ramadan

Project Booklet

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INFORMATION AND INSPIRATION:

Verses of Light: A Qur'ān Memorization Curriculum for Children

Guiding Light book 6: Knowledge in Islam

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بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ

Dear Brothers and Sisters, Salāmun ʻalaykum!

I would like to extend my tabrīkāt, taḥiyyāt, and best wishes for the month of Ramaḍān! Indeed, the month of Allah has arrived, and we thank Him for giving us the honor of becoming *Ḍuyūf ar-Raḥmān* — His special guests — once again.

With every great blessing and opportunity, it is important for us to know what we should focus on attaining during this holy month. Allah has said the goal for us in the month of Ramaḍān is to attain taqwā, or God-consciousness:

يَا أَيُّهَا الَّذِينَ آمَنُوا كُتِبَ عَلَيْكُمُ الصِّيَامُ كَمَا كُتِبَ عَلَى الَّذِينَ مِن قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ

O you who believe! Prescribed for you is fasting as it was prescribed for those who were before you, so that you may be God-conscious (2:183).

What is taqwā? Taqwā is a state of God-consciousness and fear that allows one to control his/her desires. Taqwā acts as a shield of protection from anything that can harm a person in this world or the next. This shield is made up of two things: awareness of Allah and fear of Allah (specifically, the fear of His justice). Taqwā is a tool which, when used regularly, acts as a compass that always guides a person. As it slowly becomes our way of life, we become a manifestation of taqwā by becoming the *muttaqīn*: the God-conscious.

In this month we are enrolling ourselves in the "University of Taqwā" and the basic requirement to enroll is īmān, or belief. Īmān has three parts:

1. Submission: believing in Allah, that we are His servants and He is our Creator.

2. Performing our basic wājibāt and avoiding basic muharrimāt.

3. Having dedication, devotion, and commitment to our beliefs.

As individuals and as a community, our goal is to reach our highest potential and strive towards perfection, and taqwā is the path to get there! We need to strengthen the taqwā within us and in our communities so that we can live our best lives in this world and reach the highest levels of Jannah in the next. It's no wonder that in almost every sermon Imām ʻAlī (ʻa) gave, he advised us to have taqwā.

Taqwā is our mission this month and the following actions can help us achieve it:

1. Being in a state of ʻibādah and worship. Since our days are spent fasting, we are automatically in a state of worship. We should be extra conscious to take advantage of this time by doing more good deeds and being extra careful to stay away from ḥarām.

2. Building and strengthening our family bonds with kindness and love. Then, as families, we must build and strengthen our community bonds by volunteering, participating in the masjid, and exercising patience. As a community that is striving towards taqwā, let us come together to create an atmosphere of akhlāq and justice.

3. Reading and reflecting on the Qur'ān. Our manual for success and guidance is always the Qur'ān, especially in this month.

ذَٰلِكَ لْكِتَـٰبُ لَا رَيْبَ فِيهِ هُدًى لِّلْمُتَّقِينَ

This is the Book, there is no doubt in it, which is a guide for the God-conscious (2:2)

4. Having a self-building plan. Just like we plan for everything in our lives, let us develop a game plan for attaining taqwā this month.

Brothers and sisters, our path is not easy. But, even when things get difficult, taqwā is our key. This is the promise of Allah.

وَمَن يَتَّقِ اللَّـهَ يَجْعَل لَّهُ مَخْرَجًا ﴿٢﴾ وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ

Whoever is conscious of Allah, He shall make for him a way out [of the adversities of the world and the Hereafter] and provide for him from whence he does not count upon. (65:2-3)

I urge all of the believers and their families to frequent the programs at your center or masjid, volunteer as much as possible, and take advantage of daily Qur'ān recitations, jamā'ah prayers, speeches from our esteemed visiting scholars, special children's programs, iftār, and the special brotherly and sisterly bonding that comes with this holy and sacred month.

Let us make the most of the Laylat ul-Qadr (Night of Power), which can change our destiny. Most importantly, let us pray for the hastening of the reappearance of our beloved Imām ('aj) and to be included among his true companions.

Alḥamdulillāh, this is our 4th Shahr Ramaḍān project booklet! Each lesson can be done in 2 days, so there are plenty of activities for the children to do during the whole month. May these lessons increase their love for Qur'ān and Ahl al-Bayt ('a), and encourage them have the best akhlāq.

May Allah give us the strength and tawfīq to be among the true believers, may Allah include us amongst the muttaqīn, and may Allah give us strength to attain the highest level of taqwā, Inshā'Allāh.

Shahr Ramaḍān Mubarak,
Nabi R. Mir (Abidi)

Lesson 1: Unity Among Muslims

(taken from Verses of Light Curriculum Lesson 34)

OBJECTIVE

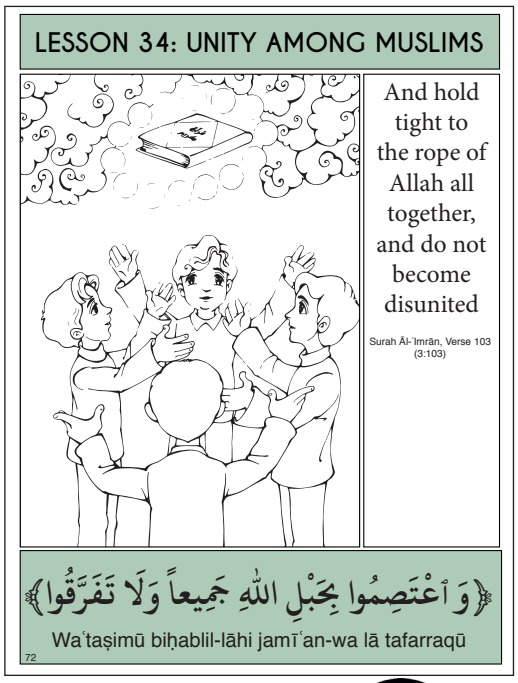
Students will learn about the importance of unity in the Muslim ummah. They will also memorize the āyah.

وَٱعْتَصِمُوا بِحَبْلِ اللهِ جَمِيعاً وَلاَ تَفَرَّقُوا

Transliteration: Waʿtaṣimū biḥablil-lāhi jamīʿan-wa lā tafarraqū
Translation: And hold tight to the rope of Allah all together, and do not become disunited
Āyah Source: Sūrah āl-ʾImrān, Verse 103 (3:103)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about unity. Can you think of a time when you worked together with others?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, how do you think Allah tells us to work with one other? Students will most likely answer, “Work together!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 34: UNITY AMONG MUSLIMS
And hold tight to the rope of Allah all together, and do not become disunited
Surah Āl-ʾImrān, Verse 103 (3:103)
﴿وَٱعْتَصِمُوا بِحَبْلِ اللهِ جَمِيعاً وَلَا تَفَرَّقُوا﴾
Waʿtaṣimū biḥablil-lāhi jamīʿan-wa lā tafarraqū
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STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What does unity mean? Examples - doing something altogether, working together with others, etc.
   - What does it mean to hold onto the rope of Allah all together? Discuss that it means to help each other get closer to Allah and make the ummah better. When the state of the ummah is better, it benefits all Muslims.
   - There are ḥadīth that compare the Muslim ummah to a body. When one part of the body is aching, the rest of the body feels sick as well. Just like that, when one part of the ummah is suffering, the rest of the ummah is suffering too.
   - What do you think are the benefits when all Muslims take care of one another? Will it make us stronger?
   - Have you ever heard of the saying “two heads are better than one?” What does this saying mean?
   - What are some ways that we can become disunited? Examples - backbiting, telling lies, not helping others, etc.
   - What are some ways that we can avoid becoming disunited? Examples - always taking care of one another, telling the truth, helping others, etc.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to hold a rope together,' be sure to say the Arabic (waʿtaṣimū biḥablil) and translation (and hold tight, to the rope of) so that students can associate the sign with the Arabic word and English meaning.

Pretend to hold a rope
(Waʿtaṣimū biḥablil - and hold tight, to the rope of)

Point up
(lāhi - Allah)

Make a circle with hands that shows everyone
(jamīʿan - altogether)

Make "No" with your finger
(Wa lā - and do not)

Make "No" with your finger
(Wa lā - and do not)

Pretend to let go of a rope
(Tafarraqū - become disunited)

4. **Video:** Tell students that you have a special video of the signs that you will show them. Watch the video at https://kisakids.org/pages/shahr-ramadhan2020. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One day at the park, Abdullah and his friends were playing a fun game of tag. Suddenly, someone started yelling for help. "Help, help! Mehdi is stuck in the tree!" Abdullah ran over to help his younger brother, who had climbed the tree and couldn't figure out how to get down. Oh no, he thought. He took a deep breath and prayed, O Allah, help us find a way to get Mehdi down from the tree! Abdullah's father suggested, "We should work together!" He told three of the boys to stand under the tree to catch little Mehdi in case he fell. Meanwhile, Abdullah and his dad tried to figure out a path for Mehdi to climb safely down. Together, they gave Mehdi step by step directions. "Put your foot here, good job! And now hold on to that branch while you put your other foot there," they directed. Mehdi felt safe because he knew the other boys were standing underneath to catch him in case his hand or foot slipped!

Finally, with everyone's help, Mehdi's two feet were safely back on the ground. Alḥamdulillāh! They all breathed sighs of relief. Abdullah's dad reminded everyone that Allah says in the Qurʿān, [read āyah with translation]. He winked at Abdullah and said, "Two heads are better than one!" The boys laughed. Everyone was happy that they were all united for the sake of Allah, and could help someone else when they needed it!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember to try to stay united with our Muslim brothers and sisters!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gestures gestures. When they finish coloring, they can complete the matching worksheet.

UNITY AMONG MUSLIMS

And hold tight to the rope of Allah all together, and do not become disunited

Surah Āl-ʾImrān, Verse 103 (3:103)

﴿وَ ٱعْتَصِمُوا بِحَبْلِ اللّٰهِ جَمِيعاً وَلَا تَفَرَّقُوا﴾

Waʿtaṣimū biḥablil-lāhi jamīʿan-wa lā tafarraqū

The Rope of Allah

Objective: Children will learn that holding onto the rope of Allah helps us be better Muslims.

Suggested Ages: 5+

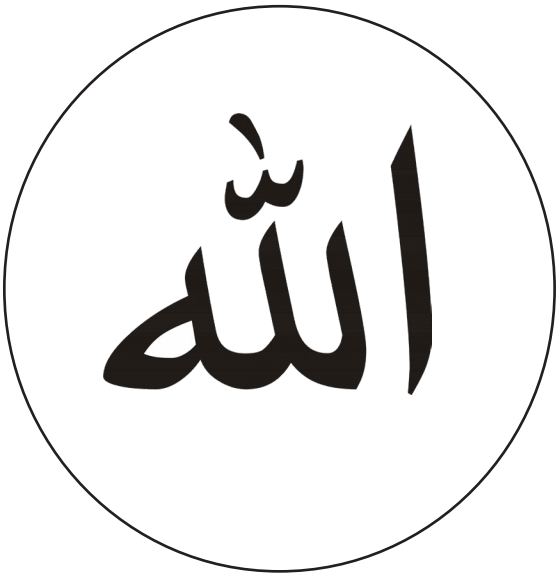
Time: 40 minutes

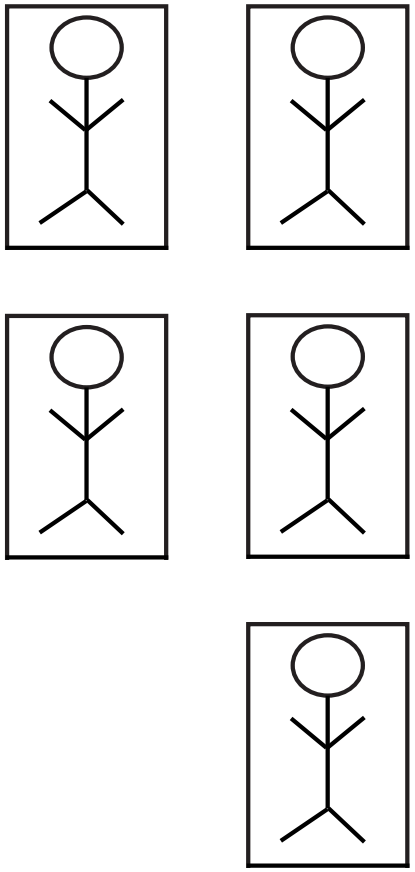
Materials:

- Allah Circle, Mountain, Little People template
- 9 inch piece of string (1 per child)
- Sheet of construction paper (1 per child)
- Sharpies or coloring pencils
- Scissors
- Glue and tape

Procedure:

1. **SAY:** Salāmun ‘alaykum children. We just learned that holding onto the rope of Allah helps Muslims be more united. What does it mean to be united? [wait for responses]
2. **SAY:** Yes, being united means we all stick together and take care of each other. What kind of people stick together and take care of each other? [wait for responses]
3. **SAY:** Good guesses. People who have good akhlāq, who do the right thing because they love Allah, and are holding onto the rope of His message are the ones who stick together and take care of each other.
4. **SAY:** The more we stick together and remember Allah together, the better Muslims we can become.
5. At this time hand out the Allah circle, mountain, and little people template.
6. Have the children color and decorate their templates and cut out all of the pieces.
7. Then hand out the construction paper to all of the children.
8. Have the children glue the mountain at the bottom edge of the construction paper.
9. At this time hand out the yarn to the children.
10. Have them tape the top end of the yarn 2- 2 ½ inches above the tip of the mountain.
11. Then glue the Allah circle over the top end of the yard such that just the bottom most curve of the circle overlaps the top end of the yarn.
12. Finally have the children glue the little people along the length of the yarn.





"And hold fast to the rope of Allah all together and do not become disunited."
(Holy Qur'ān, 3:103)

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Lesson 2: Ranks of People with Allah

(taken from Verses of Light Curriculum Lesson 35)

OBJECTIVE

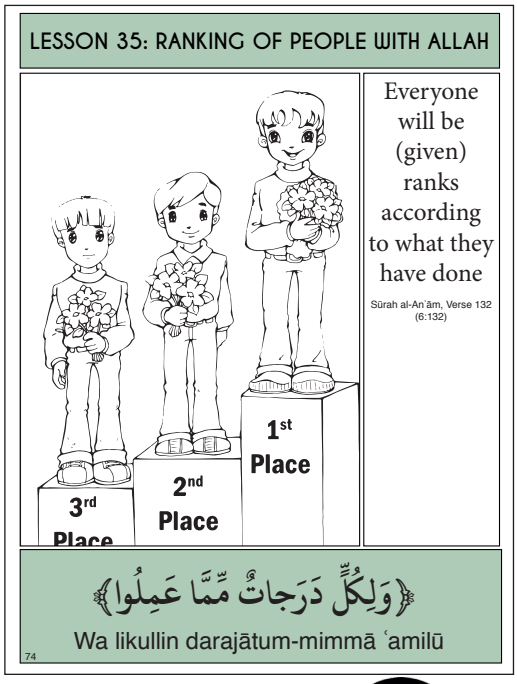
Students will learn how they are ranked by Allah according to their deeds. They will then memorize the āyah.

وَلِكُلٍّ دَرَجَاتٌ مِّمَّا عَمِلُوا

Transliteration: Wa likullin darajātum-mimmā ʿamilū
Translation: Everyone will be (given) ranks according to what they have done
Āyah Source: Sūrah al-Anʿām, Verse 132 (6:132)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about working hard to receive rewards. Can you think of a time when you worked hard? Did you get anything in the end?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this ayah, Allah tells us people are given ranks and levels. Based on what? Students will most likely answer, “on their actions!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 35: RANKING OF PEOPLE WITH ALLAH
Everyone will be (given) ranks according to what they have done
Sūrah al-An'ām, Verse 132 (6:132)
1st Place
2nd Place
3rd Place
﴿وَلِكُلٍّ دَرَجَاتٌ مِّمَّا عَمِلُوا﴾
Wa likullin darajātum-mimmā ʿamilū
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STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - The only thing that separates us in rank is taqwā (God consciousness) and our deeds. So when you do good for the sake of Allah, He is pleased with you and you will get more reward in the hereafter!
   - Do you feel like sometimes things aren't always fair? For example, someone might be smarter than you or might have more help to do good deeds, so you might think that they get more reward from Allah. Remember, Allah is very fair and always looks at our intentions and how hard we try to please Him. We might not see reward in this life but we will all be rewarded fairly in Jannah according to our abilities and intentions!
   - We need a “ladder” to get to Jannah. The steps of these ladders are making good choices and remembering Allah each step of the way. Each time we make a good choice, we take one step closer to Jannah!
   - Have you ever heard the saying, “you reap what you sow”? This means that the more time, energy, and care a farmer puts into growing their crops, the more the crops will grow and thrive. Just like that, the more time and energy we put into doing good deeds and making Allah happy, the closer we get to reaching Jannah in the afterlife!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'building up with two hands,' be sure to say the Arabic (darajātum mimmā) and translation (ranks according to) so that students can associate the sign with the Arabic word and English meaning.

Point to people (Wa likullin - everyone will be (given))

Point to people (Wa likullin - everyone will be (given))

Point to people (Wa likullin - everyone will be (given))

Show steps with your hands (Darajātum-mimmā - ranks according to)

Show steps with your hands (Darajātum-mimmā - ranks according to)

Show an action with your hands (ʿAmilū - what they have done)

Show an action with your hands (ʿAmilū - what they have done)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/shahr-ramadhan2020. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

It was a warm and beautiful spring day, perfect for a day filled with fun sports and races at school. Mohammad and Baqir were getting ready for the race they were participating in. "Are you ready for this?" Mohammad asked Baqir excitedly. "On your mark, get set, GO!" shouted the teacher, and the kids were off. Mohammad and Baqir ran as fast as they could. It was a hard race, but soon they could see the finish line in front of them. Suddenly, Mohammad tripped, falling hard on the ground and scraping his knees. Not too far behind him was Baqir, who tripped over Mohammad. They knew now that they had no shot at winning the race. Mohammad gave Baqir a hand up. "Are you okay?" he asked. Baqir nodded, so they both finished the race, coming in last. "Sorry for making you lose the race," Mohammad said to Baqir. "It's okay. The race was still really fun, thanks to you!" They both laughed and went to drink some cool lemonade.

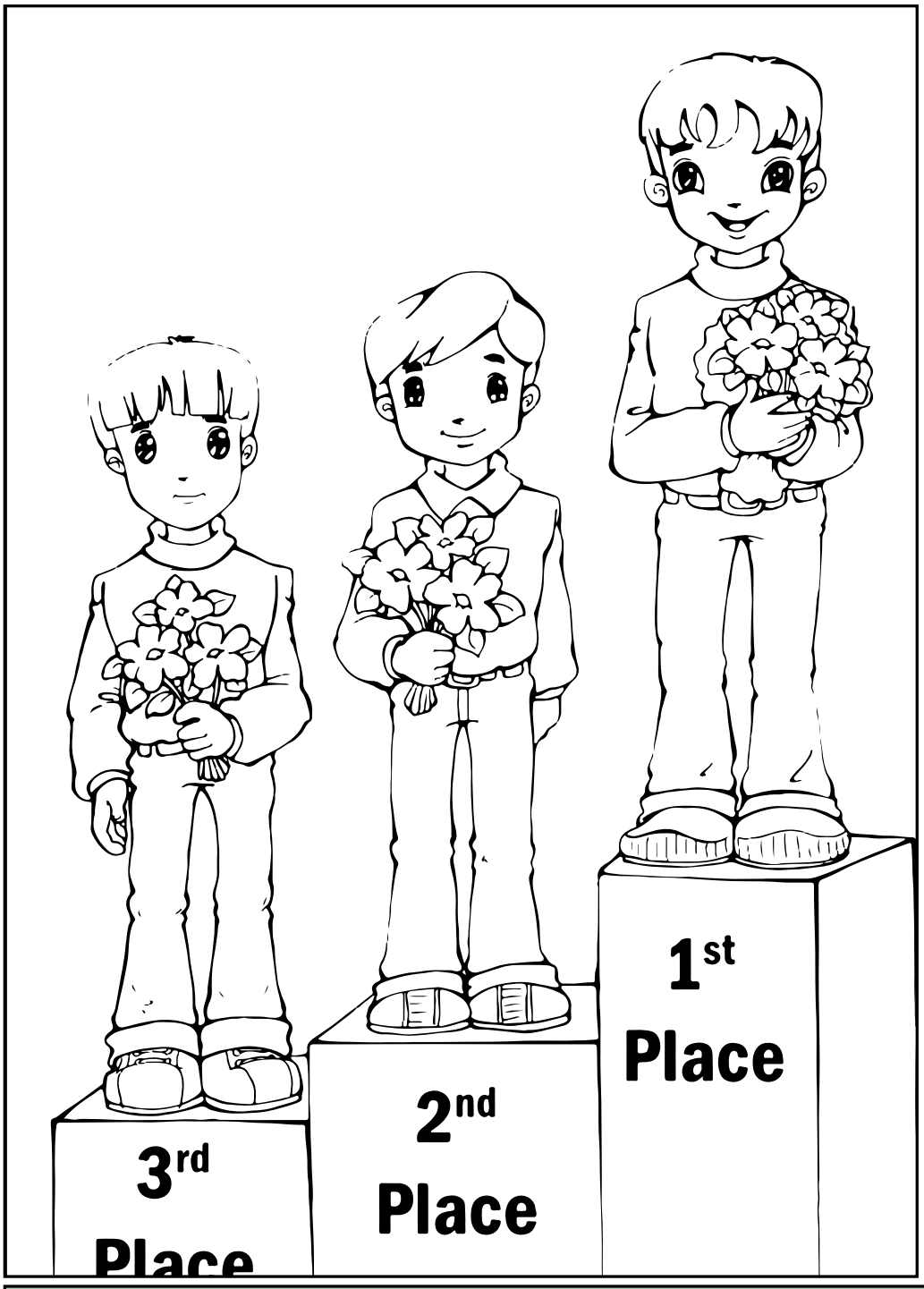
After the awards were handed out, the teacher came up to both of them and said, "I'm really proud of you, māshāʾAllāh!" "But why? We came in last" said Baqir, confused. "Yes, but you helped each other get back up after tripping and didn't blame each other for finishing last. These are the types of things that make people winners in Allah's eyes." The two boys smiled and thanked their teacher. Then, they went off to play some other games and enjoy the rest of their day.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that Allah ranks us according to our good actions, so we should try to be the best that we can be!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gestures gestures. When they finish coloring, they can complete the matching worksheet.

RANKING OF PEOPLE WITH ALLAH



Everyone will be (given) ranks according to what they have done

Sūrah al-Anʿām, Verse 132 (6:132)

﴿وَلِكُلٍّ دَرَجَاتٌ مِّمَّا عَمِلُوا﴾

Wa likullin darajātum-mimmā ʿamilū

Badges for Good Deeds

Objective: Children will learn that we can do good deeds and achieve Jannah as a team with those that we are close to.

Suggested Ages: 5+

Time: 40 minutes

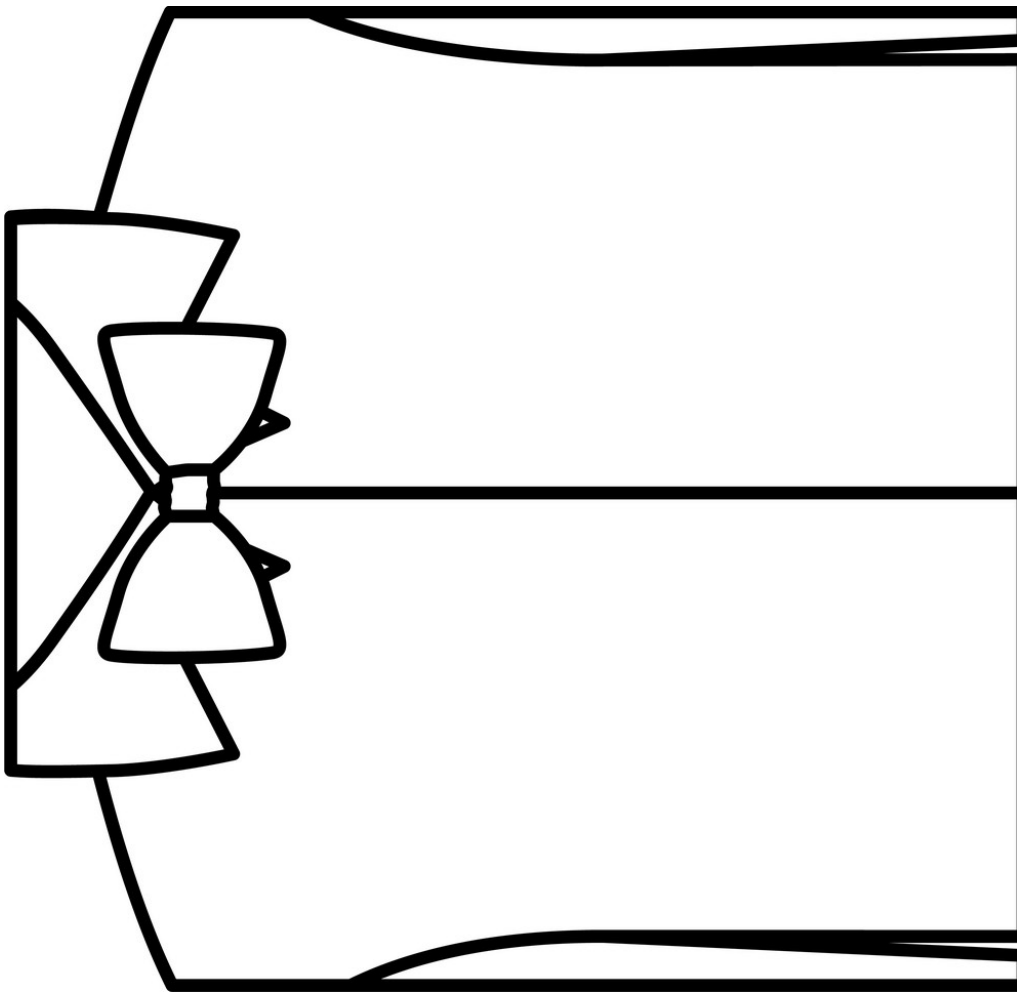
Materials:

- Scout shirt, sash, and badges template
- Sharpies or coloring pencils
- Scissors
- Glue

Procedure:

1. **SAY:** Salāmun ‘alaykum, children. We just learned that our good deeds and choices are the steps we take to a higher place in Jannah. Who can tell me some good deeds that we can do to achieve a good place in Jannah? [wait for responses]
2. **SAY:** Great suggestions. Many of the good deeds we can do are things that help other people and set a good example for them too. If our good deeds help others how will that make them feel? [wait for responses]
3. **SAY:** Good guesses. When we make good choices that help other people make good choices, we are helping them have a better place in Jannah too! This way we can be in a better place in Jannah along with the people that we love and care about.
4. **SAY:** Today our project is similar to a boy scouts uniform and badges. This way we can remember that we can all be a team and be better Muslims together and have a better place in Jannah together, inshā’Allāh.
5. At this time hand out the Scout shirt, sash, and badges template.
6. Have the children color and decorate their template. Then have them cut along the dotted line in the middle of the page, separating the shirt from the other cut outs.
7. Then have the children cut out the shirt.
8. Now, help them cut out the sash and all of the badges.
9. Than have the children glue the sash onto the shirt such that the top left corner of the sash fits into the top left corner of the shirt and the sash runs diagonally down the shirt.
10. Assist the children in trimming of the excess end of the sash at the bottom right corner of the shirt
11. Next, have the children glue the badges to the sash.
12. Finally, have the children glue the sash over the shirt.

ABC
123



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Lesson 3: Encouraging Your Family to Pray

(taken from Verses of Light Curriculum Lesson 36)

OBJECTIVE

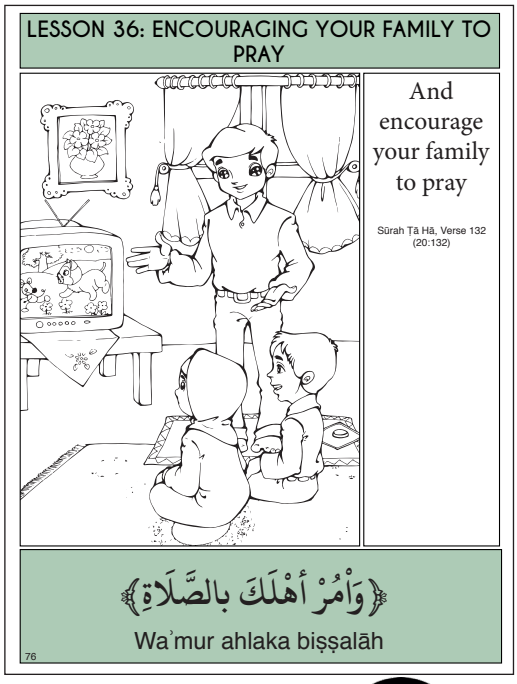
Students will learn about the importance of encouraging their family members to pray. They will then memorize the āyah.

وَأْمُرْ أَهْلَكَ بِالصَّلَاةِ

Transliteration: Waʿmur ahlaka biṣṣalāh
Translation: And encourage your family to pray
Āyah Source: Sūrah Ṭā Hā, Verse 132 (20:132)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about encouraging our families to do good things. Have you ever felt like you needed some encouragement to do something? Describe what it was and how you were encouraged to do it.
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah wants us to encourage our families to do? Students will most likely answer, “to pray!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 36: ENCOURAGING YOUR FAMILY TO PRAY
And encourage your family to pray
Sūrah Ṭā Hā, Verse 132 (20:132)
﴿وَأْمُرْ أَهْلَكَ بِالصَّلَاةِ﴾
Waʿmur ahlaka biṣṣalāh
76

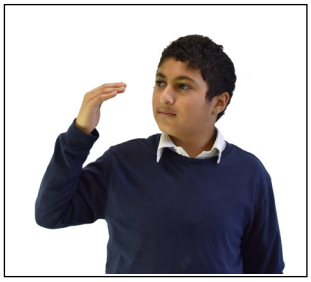
STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Ṣalāh is very important in Islam; in fact, it is the most important act of worship. Angels visit regularly in a house where the adhān is called out and ṣalāh is prayed.
   - According to ḥadīth, after this verse came down from Allah, the Prophet (ṣ) used to knock on the door of Imām Ali (ʿa) and Sayyidah Fāṭimah (ʿa) at the time of ṣalāh and say “as-ṣalāh!” So, we should also encourage our own family to pray. Remember, we should always encourage people toward good deeds, especially our families!
   - Can you think of some ways you can nicely encourage everyone in your household to pray, especially if you can all pray on time together? For example, recite adhān loudly at the time of ṣalāh, lay out prayer mats so everyone can pray together, use alarm clocks to motivate everyone to remember prayer time. Remember not to be forceful or mean, and encourage people nicely!
   - Think about when you get some yummy food! You always want to share with your family because you know that they will enjoy it too, right? Just like this, we know that ṣalāh is good for us, so we should also encourage those we love to enjoy it too!

STEP 3: MEMORIZATION & HAND GESTURES

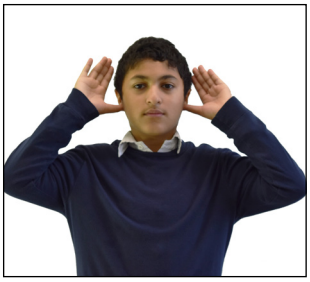
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'do takbīratul ihrām,' be sure to say the Arabic (biṣṣalāh) and translation (to pray) so that students can associate the sign with the Arabic word and English meaning.

Guesture to call people
(Waʿmur - and encourage)



Guesture to call people
(Waʿmur- and encourage)

Make a circle with your arms to show those who are close to you
(Ahlaka - your family)



Do takbīratul ihrām
(Biṣṣalāh - to pray)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/shahr-ramadhan2020. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Malik and Noora were playing with their toys when the adhān started. Their older brother, Sultan, came in and saw them playing. Malik and Noora didn't usually pray on time, so he thought they might join him if he told them he was praying. He asked, "Hey, it's time to read ṣalāh. Do you want to join?" "But we're playing!" Noora said. Sultan knew they liked playing games with him so he offered, "What if we pray ṣalāh and then play a game of tag after?" He wanted thawāb for praying on time, so he wanted his family to get rewarded with him as well! Malik's eyes lit up, "okay, deal!" After ṣalāh, Sultan asked them both, "Do you know why we pray together as a family?" They both shook their heads. "Praying on our own is good, but we get so much more thawāb when we pray together! It also builds a stronger connection to Allah and between ourselves, and reminds us about our responsibilities to pray on time!" They nodded their heads and then Noora tagged Sultan and went running outside!

That evening, the three of them lined up to pray together again. When their parents saw them preparing to pray together, they were inspired to join as well! Sultan's parents were so proud of him for reminding everyone to pray together. Everyone was lined up next to each other and prayed ṣalāh together, just like Allah likes!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to encourage our family to pray, and pray on time ourselves as well!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gestures gestures. When they finish coloring, they can complete the matching worksheet.

ENCOURAGING YOUR FAMILY TO PRAY

And encourage your family to pray

Sūrah Ṭā Hā, Verse 132
(20:132)

﴿وَأْمُرْ أَهْلَكَ بِالصَّلَاةِ﴾

Waʾmur ahlaka biṣṣalāh

Prayer Invitations

Objective: Children will learn the importance of remembering Allah and how much he does for us.

Suggested Ages: 5+

Time: 40 minutes

Materials:

- Invitation cards template
- Sharpies or coloring pencils
- Stickers (optional)
- Other decorative items (optional)
- Glue (if providing other decorative items)
- Scissors

Procedure:

1. **SAY:** Salāmun ‘alaykum, children. We just learned that Allah helps us to do good deeds and remember our prayers, and that we should help each other too. What else does Allah help us with? [wait for responses]
2. **SAY:** Great responses! Allah helps us with a great many things and protects us constantly. What can we do for Allah since He does so much for us? [wait for responses]
3. **SAY:** Those are all great guesses, but we cannot do anything for Allah. The one thing we can do is remember Allah often because He always remembers us and cares for us. One way of remembering Allah is to perform our prayers, and encourage everyone around us to do their prayers.
4. **SAY:** Today we will make invitations for our family members to invite them to pray and remember Allah. This will help us to be better Muslims, inshā’Allāh.
5. At this time hand out the invitation card templates.
6. Have the children color and decorate their invitation cards. You can also provide stickers and other decorative items if you wish.
7. Then have the children fill out the blank information on the card invitation (name of family members and time).
8. Finally, have the children cut apart the invitations and remind them to give them to the family members they want to invite.

You're Invited!

Dear _____,

Please join me to observe prayers at _____
[time]

Sincerely,

_____

You're Invited!

Dear _____,

Please join me to observe prayers at _____
[time]

Sincerely,

_____

You're Invited!

Dear _____,

Please join me to observe prayers at _____
[time]

Sincerely,

_____

You're Invited!

Dear _____,

Please join me to observe prayers at _____
[time]

Sincerely,

_____

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Lesson 4: Making Peace

(taken from Verses of Light Curriculum Lesson 37)

OBJECTIVE

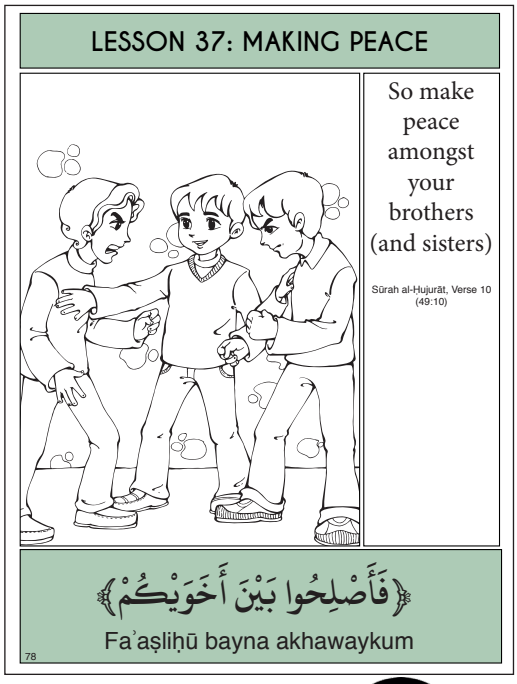
Students will learn about the importance of making peace between their friends and family. They will then memorize the āyah.

فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ

Transliteration: Faʿaṣliḥū bayna akhawaykum
Translation: So make peace amongst your brothers (and sisters)
Āyah Source: Sūrah al-Ḥujurāt, Verse 10 (49:10)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about making peace amongst ourselves. Can you think of more examples of things or people that create peace? Examples - principal, referee, treaty, etc
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is asking us to do between ourselves? Students should most likely answer, "Make peace!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 37: MAKING PEACE
So make peace amongst your brothers (and sisters)
Sūrah al-Ḥujurāt, Verse 10 (49:10)
﴿فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ﴾
Faʾaṣliḥū bayna akhawaykum
78

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah has told us that we're all like brothers and sister in Islam. He loves it when we are nice to each other and don't fight! One day, Imām Ḥusayn (ʿa) told everyone that he heard Prophet Muḥammad (ṣ) say, "If two people are mad at each other, the first one who says sorry will get to enter Jannah first!" This is how much Allah loves when we make peace amongst ourselves.
   - Not only should we act peacefully with each other, but we should also try to help others keep the peace and not fight. Why do you think Islam gives so much importance to making peace? What happens when we don't have peace?
   - What are some ways that we can keep the peace with people around us? Examples - saying please and thank you, cleaning up after ourselves so we don't inconvenience others, speaking nicely, etc.
   - Ask students what they would do in the following scenarios if someone:
     - Snatched something out of your hand
     - Took one of your things without asking permission
     - Refused to share with you

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make a peace sign,' be sure to say the Arabic (faʾaṣliḥū) and translation (so make peace) so that students can associate the sign with the Arabic word and English meaning.

Make a peace sign
(Faʾaṣliḥū - so make peace)

Joining hands together
(Bayna - amongst)

Place hands out as if you are reciting Duʿā of Unity
(Akhawaykum - your brothers (and sisters))

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/shahr-ramadhan2020. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One weekend, Hadi and Hamid went to the park to play basketball. When they arrived, they saw some kids already playing. "Can we join you?" Hadi asked. The other kids nodded, so they started a new game. On their second game, one boy, Akbar, was about make a point when Hamid blocked him and knocked the ball out of his hand. Hamid then scored the winning point and and their team won the game. Akbar was very upset and started yelling at Hamid. "That doesn't count, you aren't allowed to do that!" he yelled. "Yes I am! I won fair and square!" Hamid argued back. Soon, one by one each of the kids began picking sides and arguing with each other.

Hadi, who decided to sit the second game out, quickly jumped in between the two groups. "Guys, guys! Stop! Let's talk about this!" he pleaded. After a while, both groups finally calmed down. Akbar turned to Hadi and asked him to decide whether or not what Hamid did was cheating, since he wasn't playing and could be a neutral party. Hadi hesitated, because he didn't properly see what had happened, but wanted everyone to get along. "Why don't we do two penalty shots since we don't have a referee?" Hadi suggested. "Whichever team makes the shot wins!" The boys agreed, and the two teams took turns taking shots—and both made it! They all agreed that both teams won and shook hands! Since there was still daylight left, they started a new game!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to make peace with our brothers and sisters to make Allah happy.

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gestures gestures. When they finish coloring, they can complete the matching worksheet.

MAKING PEACE

So make peace amongst your brothers (and sisters)

Sūrah al-Ḥujurāt, Verse 10 (49:10)

﴿فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ﴾

Faʾaṣliḥū bayna akhawaykum

Peace Among Our Brothers & Sisters

Objective: Children will learn that making peace among your brothers and sisters is the characteristic of a mu'min and that we can become better Muslims as we help our brothers and sisters in Islam.

Suggested Ages: 5+

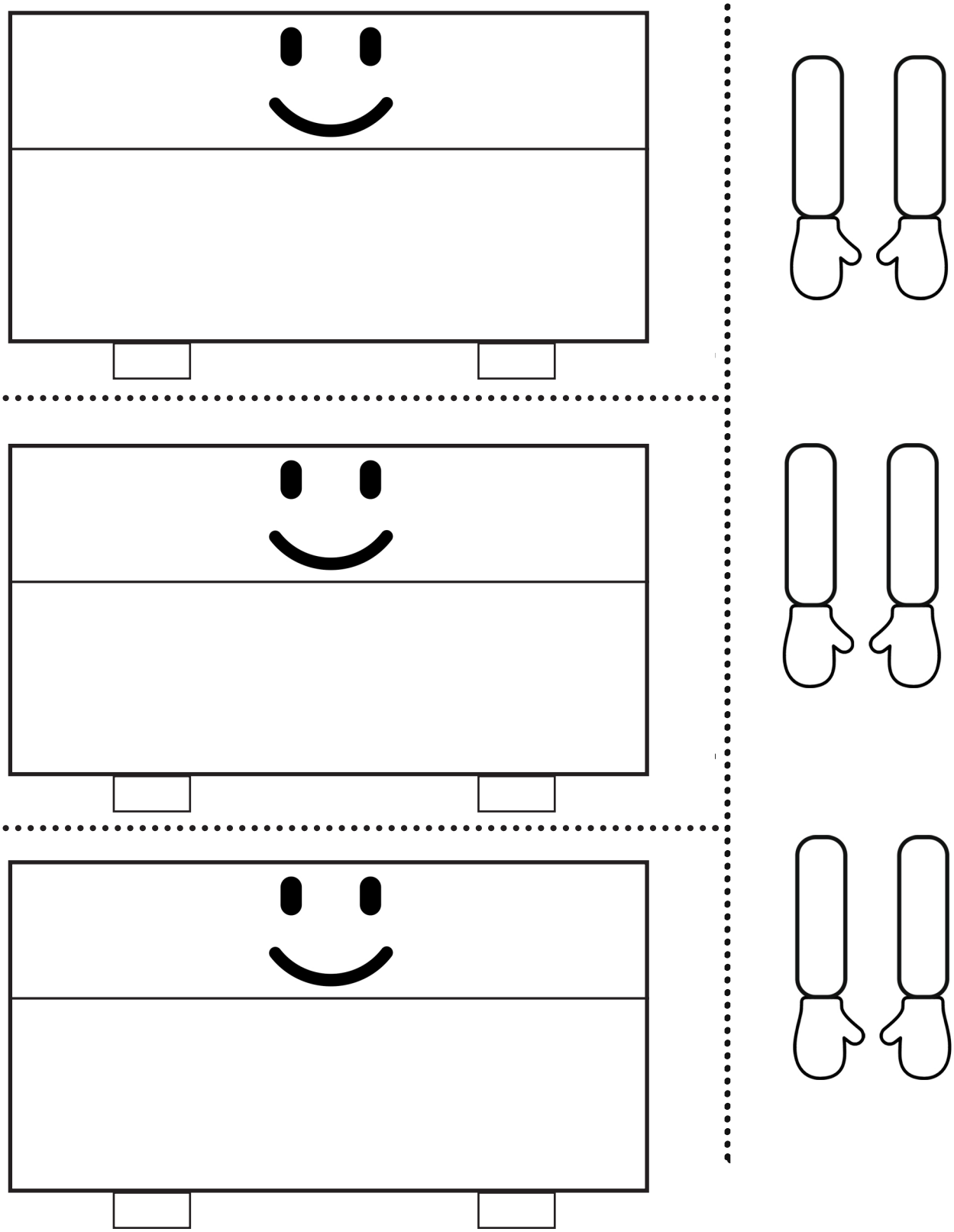
Time: 40 minutes

Materials:

- Paper roll people and arms template
- 8 inches pieces of yarn (2 pieces per child)
- 3 x 6 inch strips of construction paper (1 per child)
- Sharpies or coloring pencils
- Scissors
- Tape or glue

Procedure:

1. **SAY:** Salāmun 'alaykum, everyone. We just learned that it is important to help our brothers and sisters in Islam make peace because we should be like two hands that help clean each other. What are ways that we can help each other get along and work together? [wait for responses]
2. **SAY:** Great responses. We should always try to stop fights, work together, share our things, and be kind to one another. What are some characteristics of people who do these things? [wait for responses]
3. **SAY:** Great guesses. Some of the characteristics of people who do these good actions are humility, compassion, generosity, selflessness, honesty, and God-consciousness. What kind of person has these great qualities about them? [wait of responses]
4. **SAY:** Good suggestions. These are all characteristics of a mumin. A mu'min is someone who truly believes in Allah and his message and is a true follower of Ahl al-Bayt.
5. **SAY:** Those people who are mu'min and do their best to be good Muslims will also help other people get along and be kind to each other. Today we will do a project that will remind us to be the best we can be and help other people to be the best they can be and get along, inshā'Allāh.
6. At this time hand out the paper roll people and arms template.
7. Have the children color and decorate their templates.
8. Then assist the children in cutting out their paper roll people and arms.
9. Next, have the children roll up their people and glue or tape them in the roll shape.
10. Then, have the children affix the arms to the sides of the paper roll people such that the hands are a little bit towards the front of each paper roll person.
11. At this time pass out a strip of construction paper to each child.
12. Then have the children fold in the tabs at the bottom of each person.
13. Next, assist the children in taping or gluing the paper roll people to the strip of construction such that there is a person on each end of the strip and one directly in the middle.
14. Now hand out two pieces of yarn to each child.
15. Assist each child in tying the two pieces together in a bow.
16. Then glue the bow part of the tied yarns to the center paper roll person.
17. Finally glue each end of the tied yarn piece to the respective paper roll person on the two ends of the construction paper strip.



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Lesson 5: Suspicion

(taken from Verses of Light Curriculum Lesson 38)

OBJECTIVE

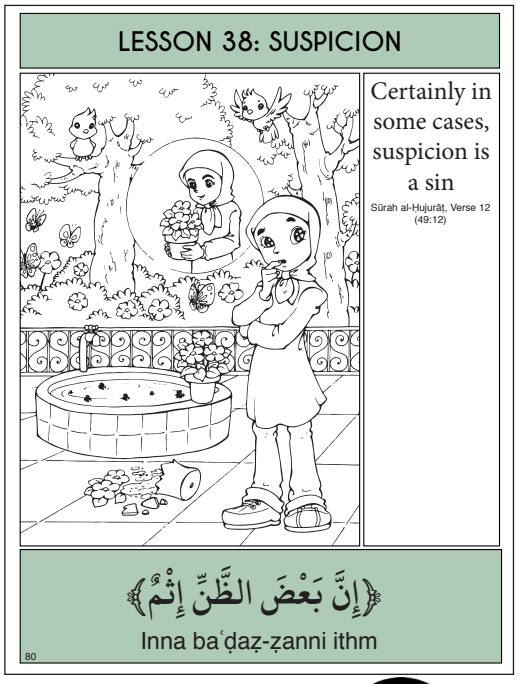
Students will learn why it's harmful to be suspicious of others. They will then memorize the āyah.

إِنَّ بَعْضَ الظَّنِّ إِثْمٌ

Transliteration: Inna baʿḍaẓ-ẓanni ithm
Translation: Certainly in some cases, suspicion is a sin.
Āyah Source: Sūrah al-Ḥujurāt, Verse 12 (49:12)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Can you think of a time when you thought something was true about someone, but realized it wasn't? For example, you might think a person isn't friendly until you start talking to them and realize they are actually very funny and friendly!
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is saying about suspicions? Students should most likely answer, "It is bad!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 38: SUSPICION
Certainly in some cases, suspicion is a sin
Sūrah al-Ḥujurāt, Verse 12 (49:12)
﴿إِنَّ بَعْضَ الظَّنِّ إِثْمٌ﴾
Inna baʿḍaẓ-ẓanni ithm
80

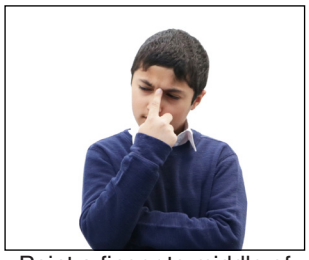
STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Being suspicious is when you assume someone did something bad or has bad intentions. You don't know for sure, but you suspect them based off of a feeling you have or half the information .
   - Why is it important to give someone the benefit of doubt? What does that mean?
   - Why do you think Allah doesn't want us to accuse each other of things before knowing the whole story? What kind of relationships does Allah want us to have with our brothers and sisters in Islam?
   - Our ḥadīth tell us that we should make 70 excuses for a person before thinking something bad about them. Can you think of 70 excuses for the girl with the broken plant?
     - Once they are out of excuses, make a point that it is so hard to come up with even a few excuses, let alone 70, which means that we should wait to have all the information before making a judgement about someone.
   - How can being suspicious can lead us to commit other sins? Examples - it can lead to backbiting, spreading lies, making fun of others, hurting someone's feelings, or thinking you're better than others.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'point a finger to middle of the forehead and tap finger,' be sure to say the Arabic (baʿḍa ẓanni) and translation (in some cases, suspicion is) so that students can associate the sign with the Arabic word and English leaning.

Fist pump
(Inna - certainly)



Point a finger to middle of the forehead and tap finger
(Baʿḍaẓ-ẓanni - in some cases, suspicion is)

Burden on shoulder (sin)
(Ithm - a sin)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/shahr-ramadhan2020. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

It was the last day of school and Sana and Maryam had gotten their teacher a farewell gift. They decided to meet each other in the courtyard by the fountain before going to their classroom. Sana was very happy with the gift she bought her teacher; it was a beautiful bouquet of flowers in a decorated flower pot. When Sana came to the fountain, Maryam was already there, and she also brought flowers! "Oh, we both brought flowers!" said Maryam laughing, but Sana did not think it was funny. Then she remembered her bag was still in her locker. "Can you watch my gift?" she asked Maryam, placing them on the ledge of the fountain. "I have to go get my bag." "Sure!" Maryam replied. A few minutes later, Sana returned to see her flowers on the ground, and the pot was broken! Maryam was not there. She must have dropped my flowers on purpose and went to give our teacher her own gift, thought Sana. With tears in her eyes, she went up to her classroom. When she got there, she didn't see Maryam.

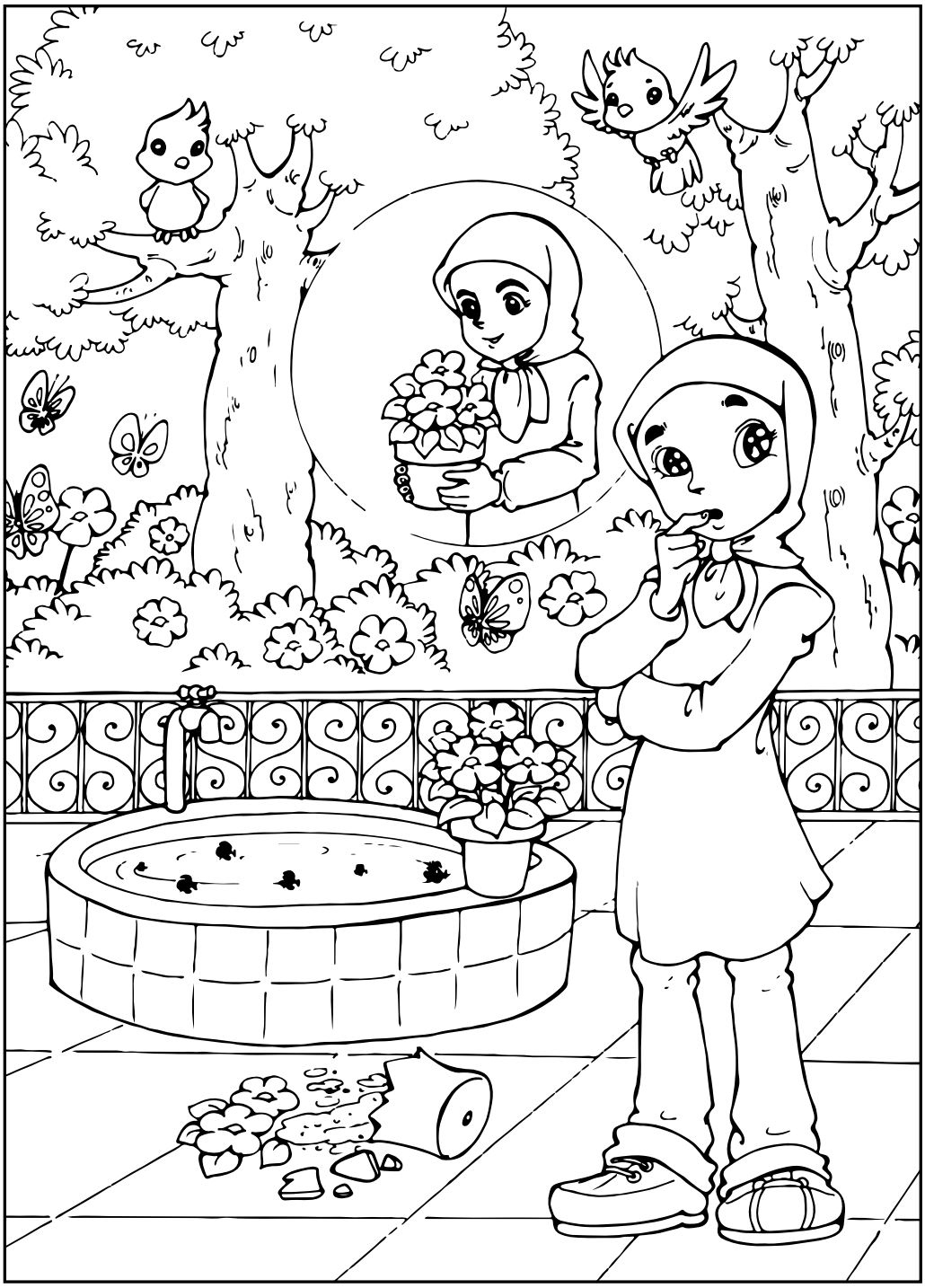
After most of the students had arrived, Maryam finally walked in. She sat down next to Sana. "I'm really sorry about your flower pot. Some boys were playing soccer and knocked it over with their ball! I went to go tell a teacher and see how to clean it up. If you want, we can both give my flowers to our teacher." Sana felt ashamed for suspecting that her friend broke her gift on purpose. She promised herself that she would try to give others the benefit of the doubt before assuming the worst about them.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to assume the best of people because we could be wrong about them!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gestures gestures. When they finish coloring, they can complete the matching worksheet.

SUSPICION



Certainly in some cases, suspicion is a sin

Sūrah al-Ḥujurāṭ, Verse 12 (49:12)

﴿إِنَّ بَعْضَ الظَّنِّ إِثْمٌ﴾

Inna baʿḍaẓ-ẓanni ithm

Suspicion Warning Sign

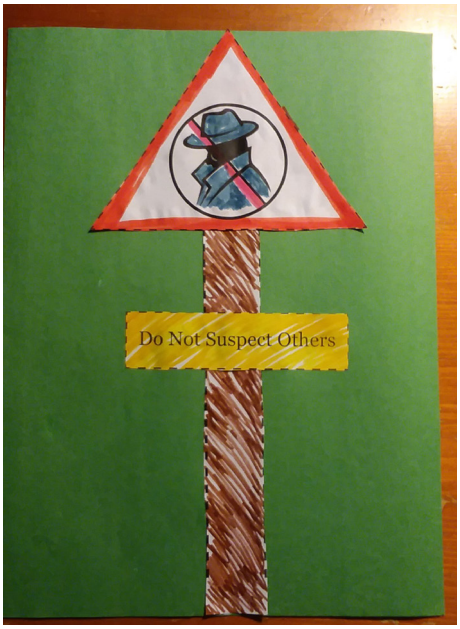
Objective: Children will learn how thinking well of others can help us to be better Muslims and stay on the right path.

Suggested Ages: 5+

Time: 40 minutes

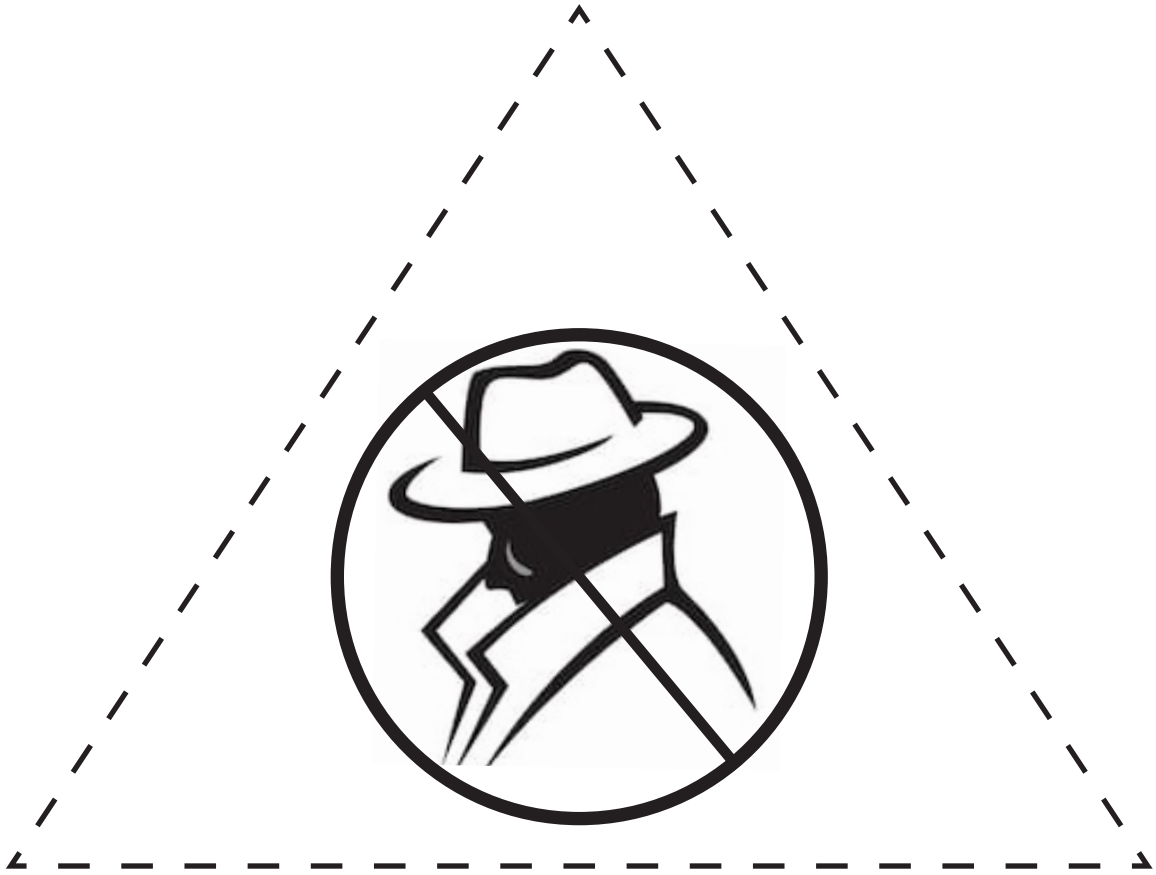
Materials:

- Signs and pole template
- Construction paper (1 sheet per child)
- Sharpies or coloring pencils
- Scissors
- Glue



Procedure:

1. **SAY:** Salāmun ‘alaykum, everyone. Today we learned that being suspicious of others can lead to us committing other sins. How can we make sure that we do not commit other sins? [wait for responses]
2. **SAY:** Good guesses. To stay away from sin we must remember Allah and be among those who remind us to remember Allah. Who are the people that help us stay on the right path? [wait for responses]
3. **SAY:** Good guesses. The first people who help us to stay away from sin and remember Allah and His message are our Ahl al-Bayt. In addition to our Ahl al-Bayt, anyone who is a follower of Ahl al-Bayt, a lover of Allah, and who does good deeds and thinks good thoughts, can help us to stay away from sin.
4. **SAY:** Today our project will help us to remember not to be suspicious of our brothers and sisters. This will inshā’Allāh help us think better of others and keep us away from sin.
5. At this time hand out the signs and pole template.
6. Have the children color and decorate their templates.
7. Then assist the children in cutting out all of the pieces.
8. Hand out the construction paper.
9. Have the children glue the pole to the construction paper.
10. Then have them glue the triangle sign to the top of the pole.
11. Finally, have the children glue the “Do not be suspicious of others” sign on the pole 1 inch below the triangle sign.



Do Not Suspect Others

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Lesson 6: Reciting the Noble Qur'ān

(taken from Verses of Light Curriculum Lesson 39)

OBJECTIVE

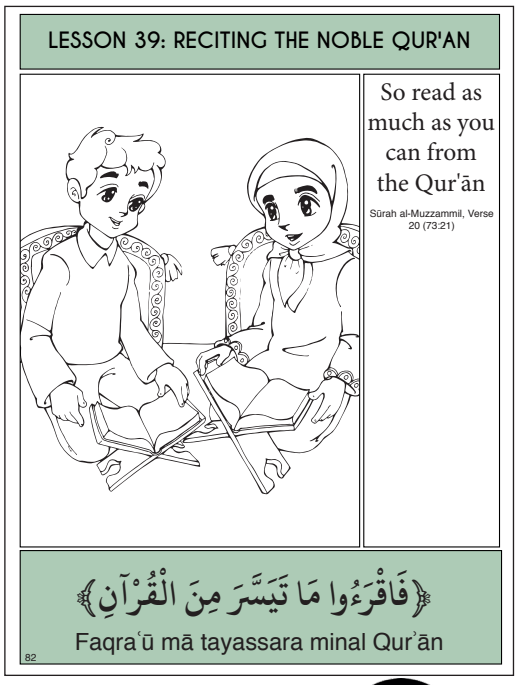
Students will learn about the value of reading the Noble Qurʾān. They will then memorize the āyah.

فَاقْرَءُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ

Transliteration: Faqraʿū mā tayassara minal Qurʾān
Translation: So read as much as you can from the Qurʾān
Āyah Source: Sūrah al-Muzzammil, Verse 20 (73:20)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about the Noble Qurʾān. What makes the Qurʾān so special? What does the Qurʾān teach us? How can we learn the message of the Qurʾān?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is telling us about the Qurʾān? Students should most likely answer, "To read it a lot!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 39: RECITING THE NOBLE QUR'AN
So read as much as you can from the Qur'ān
Sūrah al-Muzzammil, Verse 20 (73:21)
﴿فَاقْرَءُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ﴾
Faqraʿū mā tayassara minal Qurʾān
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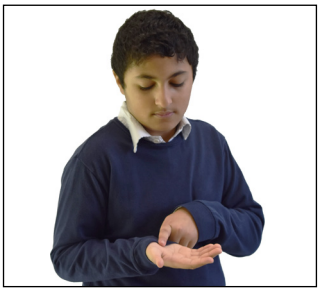
STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - If you were in a room full of money and you only had five minutes to gather as much as you could, what would you do?! Of course you would use each minute to pick up as money as you could, right?
   - This world is just like that room, except instead of money, you have to try to gather as many good deeds as possible. The more good deeds you gather, the more rewards you receive from Allah, and the higher your place will be in Jannah!
   - One of the good deeds that we should always try to do is read the Qurʾān. Reading Qurʾān give us lots of thawāb and rewards, but can you think of what else it gives us?! Yes, it gives us the tools for how to be good Muslims and make good choices so that we can get into even higher levels of Jannah!
   - Only reading the Qurʾān is not enough. We must learn from and think about what the Qurʾān is telling us, or else there's no point! We need to learn the Qurʾān, let its message enter our hearts and souls, and change our actions to be the best of actions, inshāʾAllāh.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make hands as Qurʾān,' be sure to say the Arabic (minal Qurʾān) and translation (of the Qurʾān) so that students can associate the sign with the Arabic word and English meaning.

Open hands to make a book (Faqraʿū - so then read)


Scan book with your finger (Mā tayassara - as much as you can)

Scan book with your finger (Mā tayassara - as much as you can)

Make hands as Qurʾān (Minal Qurʾān - from the Qurʿān)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/shahr-ramadhan2020. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

It was finally summer, and Roohi and Rahman were excited to play with their friends! Every day they went outside to play after reading afternoon ṣalāh. One afternoon, it was pouring down rain! There was no way they could go out to play today. "What should we do?" Roohi asked Rahman. "Let's play hide and seek!" Rahman suggested. So they took turns hiding from each other all around the house. In one of the rooms, they found their mother reading the Qurʾān.

"What are you doing?" Roohi asked. "Are you looking for a specific verse or sūrah?" "No, I'm just reading the Noble Qurʾān," she replied. "I wanted to read some after ṣalāh beause we should try to recite the Noble Qurʾān as much as possible. Did you know that if you recite Sūrah Yāsīn you get the thawāb of reciting the whole Qurʾān 12 times?!" Roohi and Rahman were shocked! 12 times?! For one sūrah? That's amazing! Their mother continued listing all the other benefits from reading different sūrahs of the Qurʾān. "Of course, to truly get this reward, you should try to understand what you're reading, read the translation, and put it into practice," their mother said. Roohi and Rahman decided they wanted to read as much as possible to get all these rewards. They both did wuḍūʾ and read Sūrah Yāsīn with their mother. They enjoyed it so much that every afternoon they would read a different surah before going outside to play!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should try to read as much Qurʾān as possible to make Allah happy with us and get lots of thawāb!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gestures gestures. When they finish coloring, they can complete the matching worksheet.

RECITING THE NOBLE QUR'AN

So read as much as you can from the Qur'ān

Sūrah al-Muzzammil, Verse 20 (73:21)

﴿فَاقْرَءُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ﴾

Faqraʿū mā tayassara minal Qurʾān

Calendar Bookmarks

’āObjective: Children will learn how they can start learning from the Qur’ān and track their progress.

Suggested Ages: 5+

Time: 40 minutes

Materials:

- Bookmark calendars template (2 sheets per child)
- Sharpies or coloring pencils
- Scissors
- Ribbon or yarn (optional)

Procedure:

1. **SAY:** Salāmun ‘alaykum everyone. Today we learned that reading the Qur’ān should help us change our actions to the best of actions. How can we remember the lessons that we learn from the Qur’ān so that we have the best results? [wait for responses]
2. **SAY:** Good suggestions. We can share what we learned with our family and friends. We can also write down notes. What is the next step after we learn something from the Qur’ān? [wait for responses]
3. **SAY:** Great guesses! The next step is to actually do the things we have learned and to think and talk in the best way that we learn from the Qur’ān. To help us always learn from the Qur’ān we should read a little bit of it everyday.
4. **SAY:** Today we will make a special set of bookmarks that will be our calendar. We can use it to mark where we read last in the Qur’ān and to keep track of how much we read on what day, inshā’Allāh.
5. At this time hand out the bookmark calendars template.
6. Have the children decorate and color their bookmarks.
7. Then assist the children in cutting apart the bookmarks.
8. Next show the children that they can write the number of pages they read in a day in the blank space next to that date, even if it is zero. This way they can inshā’Allāh keep track of how much Qur’ān they have read in a year.
9. *Optional:* you can assist the children in tying together their bundle of bookmarks.

January	February	March	April	May	June
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
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21	21	21	21	21	21
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27	27	27	27	27	27
28	28	28	28	28	28
29		29	29	29	29
30		30	30	30	30
31		31		31	

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July	August	September	October	November	December
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
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Lesson 7: Saying But Not Practicing

(taken from Verses of Light Curriculum Lesson 40)

OBJECTIVE

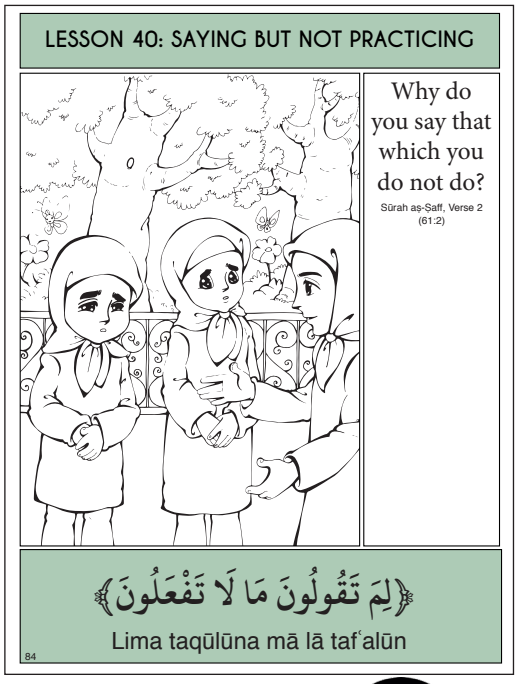
Students will learn about the importance of practicing what they preach. They will then memorize the āyah.

لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ

Transliteration: Lima taqūlūna mā lā tafʿalūn
Translation: Why do you say that which you do not do?
Āyah Source: Sūrah aṣ-Ṣaff, Verse 2 (61:2)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about following our own advice to others. Why is it important to do what you also tell others to do? Why is it wrong if you don't follow your own advice?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah tells us we should do when we tell others to do something. Students should most likely be able to answer, "To do the same thing!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 40: SAYING BUT NOT PRACTICING
Why do you say that which you do not do?
Sūrah aṣ-Ṣaff, Verse 2 (61:2)
﴿لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ﴾
Lima taqūlūna mā lā tafʿalūn
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STEP 2: DISCUSSION

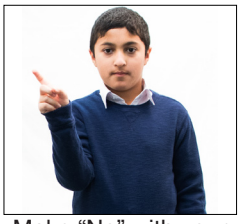
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Have you heard the expression, "if you can't walk the walk then don't talk the talk"? What do you think that this means? This means that we should only tell others what to do or give them advice if we're able to follow it ourselves. Another way people often talk about this is to "practice what you preach."
   - For example, if you drink soda yourself, do you think that you should stop others from drinking soda? No, right? You should always try to follow your own advice. A person who tells others to do something but doesn't do it themselves is practicing nifāq, or hypocrisy.
   - If we do tell others to do something that we don't do all the time ourselves, it should always be with the intention for making ourselves better! For example, if you usually don't pick up trash on the floor at the masjid, but you see a child who was throwing trash on the floor, you should ask them to nicely pick it up and help them. But at the same time, you should make a promise that you will try harder to keep the masjid clean yourself! Perhaps next time you see trash and you don't see who threw it, you should pick it up for the sake of making yourself better!
   - Remember, Allah is the judge of your actions. If you tell someone to do something that you don't usually do yourself, they might not know, but Allah will always know!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'put one hand next to your mouth and pretend to talk,' be sure to say the Arabic (taqūlūna) and translation (say that which you) so that students can associate the sign with the Arabic word and English meaning.

Shrug your shoulders (Lima - why do you)

Put one hand next to your mouth and pretend to talk (Taqūlūna - say that which you)


Make "No" with your finger (Mā lā - do not)

Make "No" with your finger (Mā lā - do not)

Show an action with your hands (Tafʿalūn - do)

Show an action with your hands (Tafʿalūn - do)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/shahr-ramadhan2020. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Laila was a nice girl, but she was always telling others what to do. She would tell her siblings to wash their own dishes when they were done eating, but wouldn't wash her own! She would remind others to recycle, but would throw her own bottles into the trash! One day at school, Laila saw two girls fighting over the swing on the playground. She went to them and reminded, "Don't fight! You need to take turns!" One of the girls agreed to let the other have the turn, and decided to come back later. When she finally returned, Laila was having her turn on the swing and wouldn't get off! The girl got upset and said, "you're the one that said we need to take turns! You always tell people to do things you don't do yourself!" and stormed off.

Her teacher saw what happened and Laila's worried face. "Laila, do you think that if Prophets or teachers told people to do things that they didn't do themselves, people would listen?" "Hmmm...probably not," Laila responded. "So do you think it's good to tell people to do things you don't do yourself? If you want Allah to help you to become the best person you can be, you have to practice what you tell others to do. This is the best way!" her teacher explain. Do I really tell others to tell things I don't do myself? Laila thought about it to herself. She wanted to become a better person and wanted others to respect her. She thought about all the things she advised others to do, and decided that she would try to become better at washing her dishes, recyling, eating healthy, and sharing! This would make Allah happy with her too!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to practice what we preach, so that we make ourselves better, and make Allah happy with us!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gestures gestures. When they finish coloring, they can complete the matching worksheet.

SAYING BUT NOT PRACTICING

Why do you say that which you do not do?

Sūrah aṣ-Ṣaff, Verse 2
(61:2)

﴿لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ﴾

Lima taqūlūna mā lā tafʿalūn

Actions vs Words

Objective: Children will learn how doing istighfār (asking for forgiveness) and also doing that which we tell others to do will help us to be better Muslims.

Suggested Ages: 5+

Time: 40 minutes

Materials:

- Actions speak louder than words banner template
- Hands and action motifs template
- 3 14-inch pieces of yarn/ ribbon
- 2 12-inch pieces of yarn/ ribbon
- Hole punch
- Sharpies or coloring pencils
- Scissors
- Glue

Procedure:

1. **SAY:** Salāmun ‘alaykum everyone. Today we learned that it is bad to tell others to do things without doing them ourselves.We should practice what we tell others to do. What should we do when we make a mistake? [wait for responses]
2. **SAY:** Good guesses. To make our souls clean again, we must do istighfār, which means we ask Allah for forgiveness. What is the best way to do istighfār? [wait for responses]
3. **SAY:** There are two parts to seeking forgiveness from Allah. First, we must talk to Allah and ask Him to forgive us. Secondly, we must make sure that we do not make the mistake again. How can we make sure that we do not make the same mistake again? [wait for responses]
4. **SAY:** Good suggestions. We must remember Allah so that we remember what Allah has commanded us to do. One of the things Allah has taught us is to practice what we preach. When we share lessons with our Muslim brothers and sisters, then we must do them also. Then our brothers and sister will see we are trying to do good and they can help us do more good deeds and learn more of Allah’s lessons.
5. **SAY:** Today our project will help us to remember that being God-conscious means taking action and doing the good deeds that we teach to others, inshā’Allāh.
6. At this time hand out the actions speak louder than words template.
7. Have the children color and decorate the banner and cut it out.
8. Now, hand out the hands and action motifs template.
9. Have the children color all of the pieces and cut them out.
10. Have them glue one action motif into each of the hands.
11. Next, assist the children in punching out all of the marked holes
12. At this time hand out the yarn pieces.
13. Have the children tie the 14-inch pieces to the outermost holes at either end and to the center hole so there are three in all.
14. Then have them tie the 12-inch pieces to the second to last holes on either side.
15. Finally, assist the children in tying the hand and motif circles to the other ends of the yarns.

Actions Speak Louder Than Words

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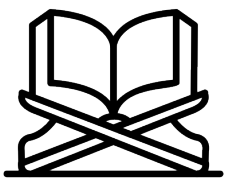

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Lesson 8: Looking Good

(taken from Verses of Light Curriculum Lesson 41)

OBJECTIVE

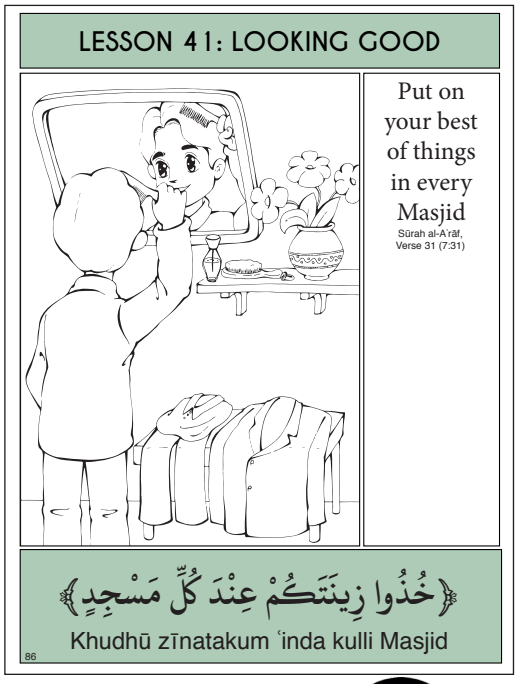
Students will learn about the importance of looking their best for the sake of Allah when going to the masjid. They will then memorize the āyah.

خُذُوا زِينَتَكُمْ عِنْدَ كُلِّ مَسْجِدٍ

Transliteration: Khudhū zīnatakum ʿinda kulli Masjid
Translation: Put on your best of things in every Masjid
Āyah Source: Sūrah al-Aʿrāf, Verse 31 (7:31)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** How do you think we should dress when going to a nice place? How do you think we should dress when going to the masjid?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is telling us to do with our appearance when going to the masjid? Students should most answer, "to make it look good!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 41: LOOKING GOOD
Put on your best of things in every Masjid
Sūrah al-Aʿrāf, Verse 31 (7:31)
﴿خُذُوا زِينَتَكُمْ عِنْدَ كُلِّ مَسْجِدٍ﴾
Khudhū zīnatakum ʿinda kulli Masjid
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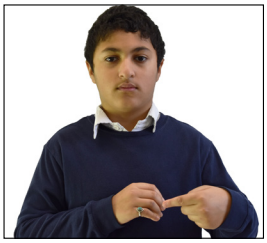
STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What do you think are some ways of making ourselves look nice before going to the masjid? Examples - wearing nice clothes, putting on perfume, combing your hair, brushing your teeth, smiling, etc.
   - If you were going to the house of someone very important, how would you make yourself look? Why do you think that Allah tells us in the Qurʾān to put on our best clothes when going to a masjid? Any place where Allah is remembered is a place where we should try to look our best.
   - Putting on our best things doesn't have to be just physical - it can be spiritual as well! What are some spiritual ways of making ourselves beautiful? Example - doing wuḍūʾ, saying bismillāh or ṣalām to the angels when entering, doing a mustaḥab ghusl beforehand, etc.
   - The clothes you wear to the masjid should be extra special, instead of the normal clothes you wear to school or the park. The masjid is special, so your clothes should be special too! Why do you think this is?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make shape of roof with hands,' be sure to say the Arabic (Masjid) and translation (Masjid) so that students can associate the sign with the Arabic word and English meaning.


Point to your ring (Khudhū zīnatakum - put on your best of things)

Point to each thing (ʿInda Kulli - in every)

Point to each thing (ʿInda Kulli - in every)

Point to each thing (ʿInda Kulli - in every)

Make shape of roof with hands (Masjid - Masjid)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/shahr-ramadhan2020. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One hot summer day, Baqir had to go with his mother for Friday prayers. He was feeling very lazy, so he got up to get ready five minutes before they had to leave. That didn't leave enough time for him to shower or change, so he just did wuḍūʾ quickly. "Ready!" he said. His mother came in and looked at the way he was dressed, raising her eyebrows. "Are you sure?" she said. Baqir looked down at himself and shrugged. Then he saw the stain on his shirt, his messy hair, and creased pants. Compared to his mother who was wearing her best clothes and perfume, he looked unpresentable! "Don't you want to look your best? We should always wear our nicest things when going to the masjid," his mother explained.

Now Baqir felt bad about how much he rushed to get ready! "Do I have time to get ready properly?" he asked his mother. She smiled, "Yes, go hurry and take a shower, and put on some nice clothes!" she said, and Baqir was already running up the stairs. "I'll also give you Baba's special perfume to wear!" she called after him. Ten minutes later, Baqir came down the stairs in fresh clothes with his hair nicely parted, looking dapper! His mother gave him a kiss on his head and said, "Now you look so handsome!" From that day on, Baqir always made an effort to look his best before heading to the masjid. This made Allah happy with him, and his mother was too!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to make our physical and spiritual appearance nice before going to the masjid!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gestures gestures. When they finish coloring, they can complete the matching worksheet..

LOOKING GOOD

Put on your best of things in every Masjid

Sūrah al-Aʿrāf, Verse 31 (7:31)

﴿خُذُوا زِينَتَكُمْ عِنْدَ كُلِّ مَسْجِدٍ﴾

Khudhū zīnatakum ʿinda kulli Masjid

Wear Nice Things to the Masjid

Objective: Children will learn that dressing our best for the masjid helps us to be more spiritual, happy, and connected to Allah and to other Muslims.

Suggested Ages: 5+

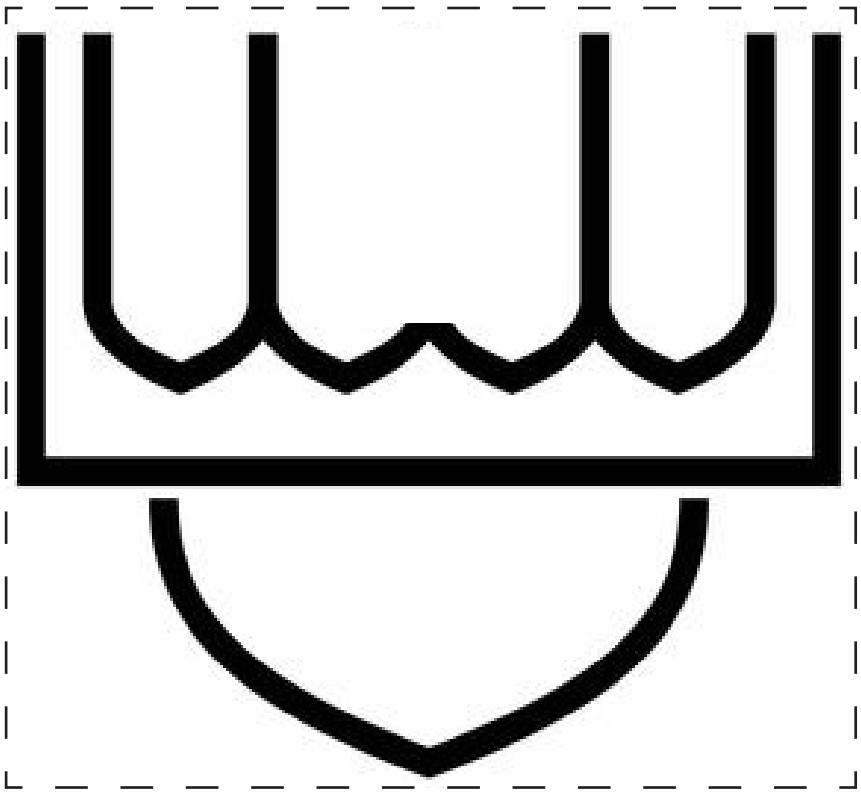
Time: 40 minutes

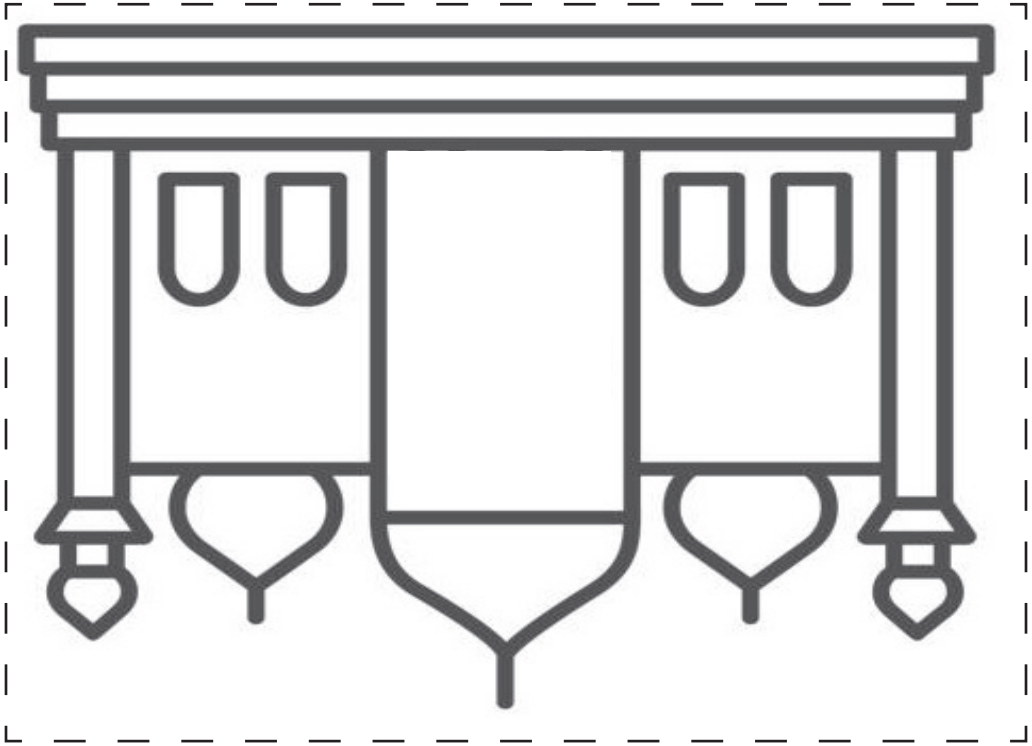
Materials:

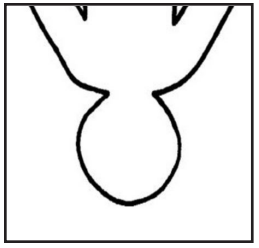
- Masjids, hearts, and children template
- 3 x 12 inch strips of construction paper (1 piece per child)
- Sharpies or coloring pencils
- Scissors
- Glue

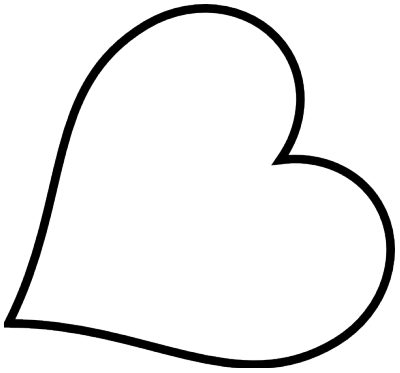
Procedure:

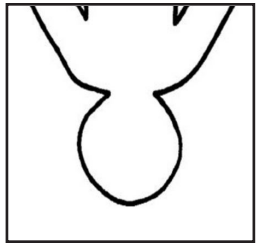
1. **SAY:** Salāmun ʻalaykum, everyone! Today we learned that the masjid, which is called the house of Allah, is a special place. Whenever we go to the masjid, we should look presentable and wear our special clothes. What are some special clothes we can wear to the masjid? [wait for responses]
2. **SAY:** Great suggestions. What are some other nice things we can do to get ready to go to the masjid? [wait for responses]
3. **SAY:** Great responses! We can take a shower, make wuḍū, wear ithar, and wear our nice clothes. How do we feel when we are clean, smell nice, and dress nicely? [wait for response]
4. **SAY:** Great answers. When we do all of these nice things to prepare for going to the masjid it helps us to feel more energetic, more spiritual, and closer to Allah. Going to the masjid should make us feel happy and focused on doing prayers and remembering Allah.
5. **SAY:** Today our project will help us to remember how going to the masjid is special and helps us to feel close to Allah and even to the other people who come to the masjid.
6. At this time hand out the masjids, hearts, and children template.
7. Have the children color and decorate their templates. They should decorate the images of the children to be wearing nice clothes.
8. Then assist the children in cutting out the children boxes, the hearts, and the masjids.
9. Next, have the children glue one well-dressed child box onto each masjid. They can decide which child to place in which masjid.
10. Now hand out a strip of construction paper to each child.
11. Then have the children arrange the masjids in a row about a quarter inch apart on the strip of construction paper, the masjids at either end will go off the end of the strip.
12. Assist the children in gluing the masjids in place once they have been carefully arranged on the strip.
13. Finally, have the children glue a heart over the gaps between each masjid such that they connect the masjids together in a chain.

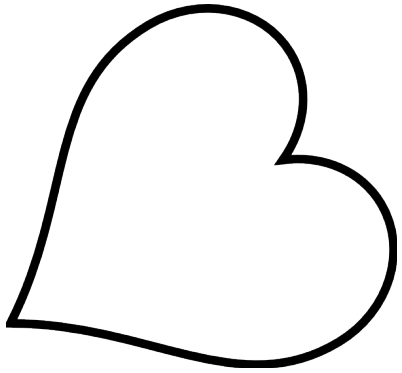












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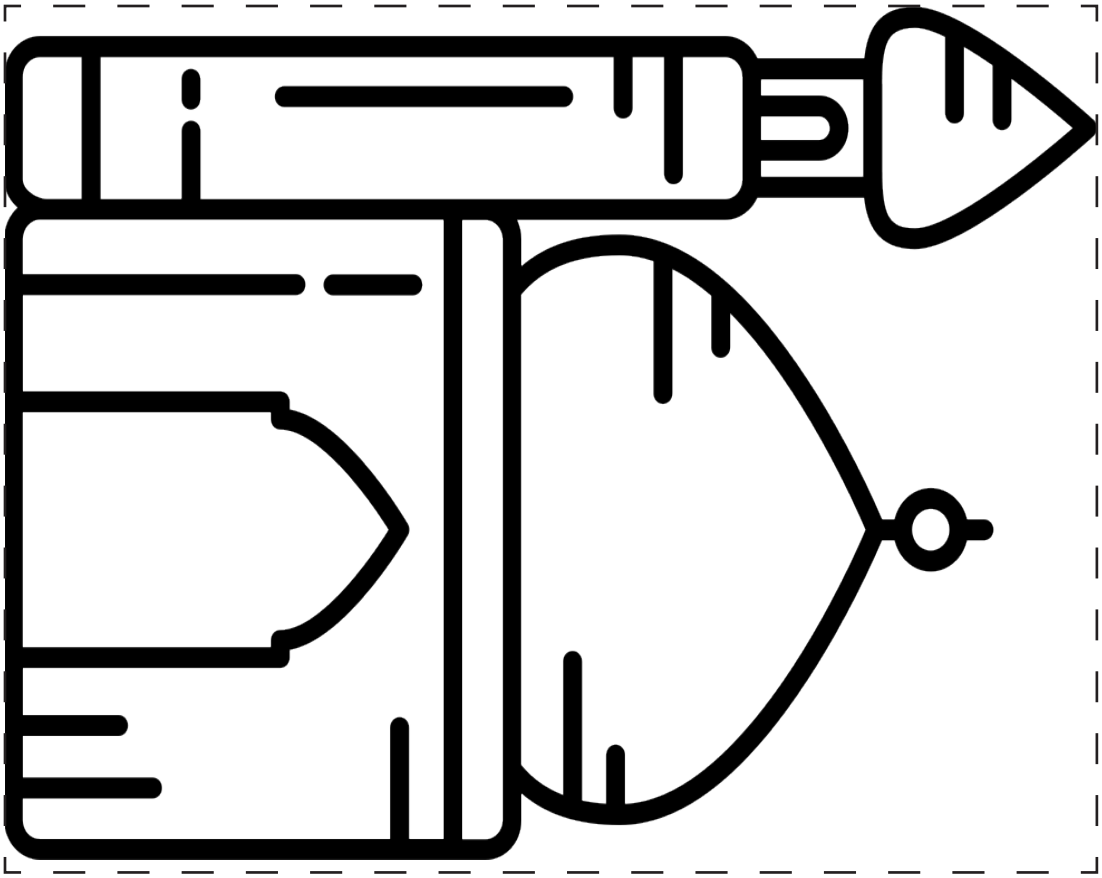

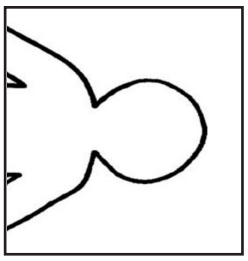

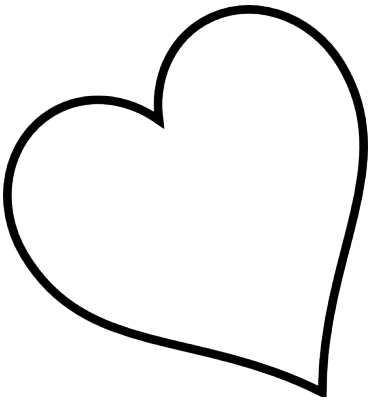

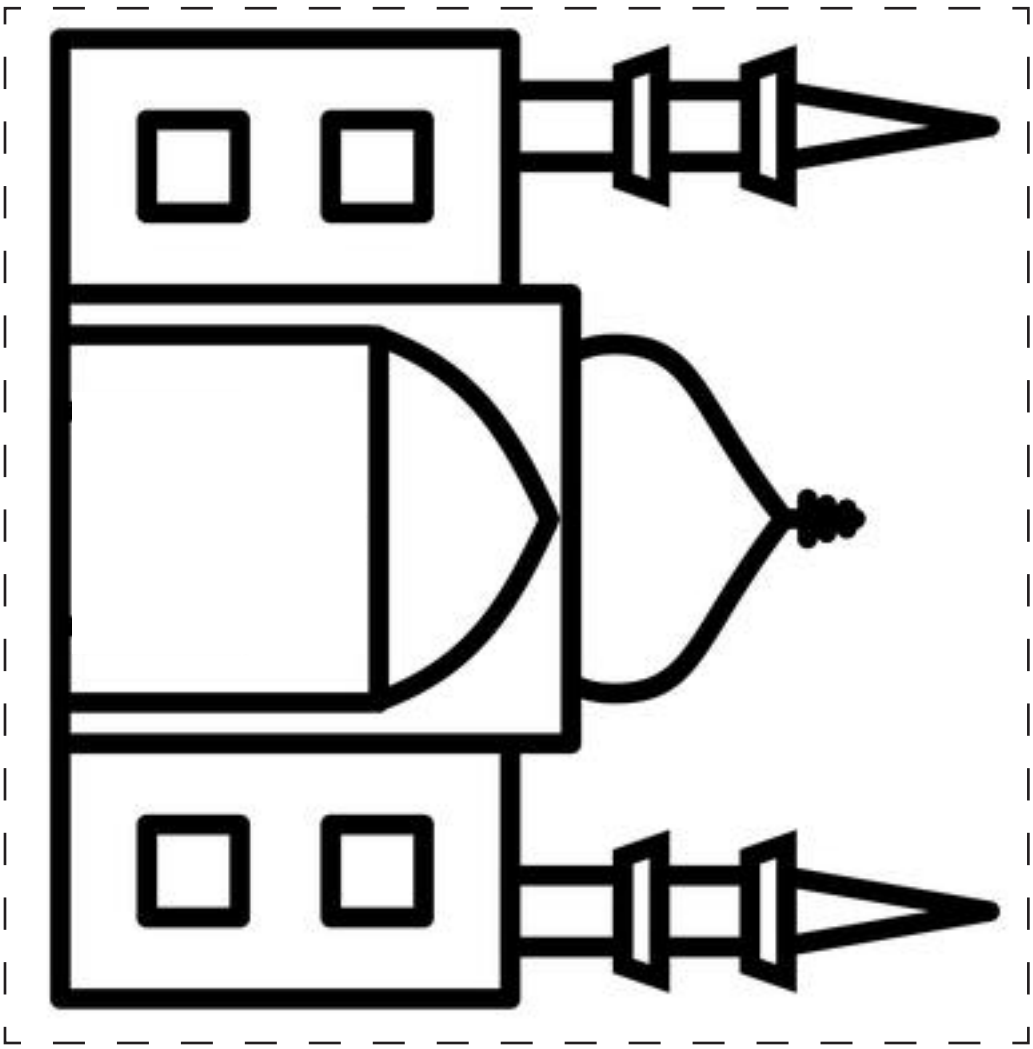

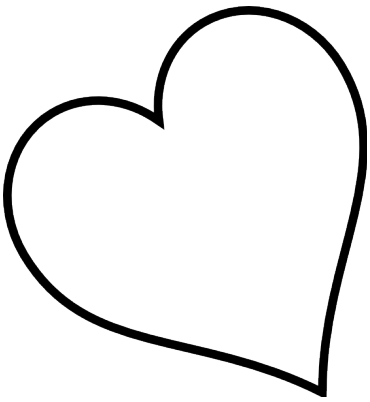

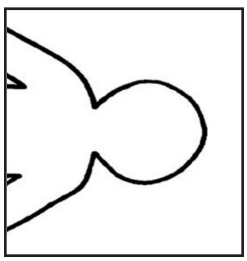

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Lesson 9: Sleep

(taken from Verses of Light Curriculum Lesson 42)

OBJECTIVE

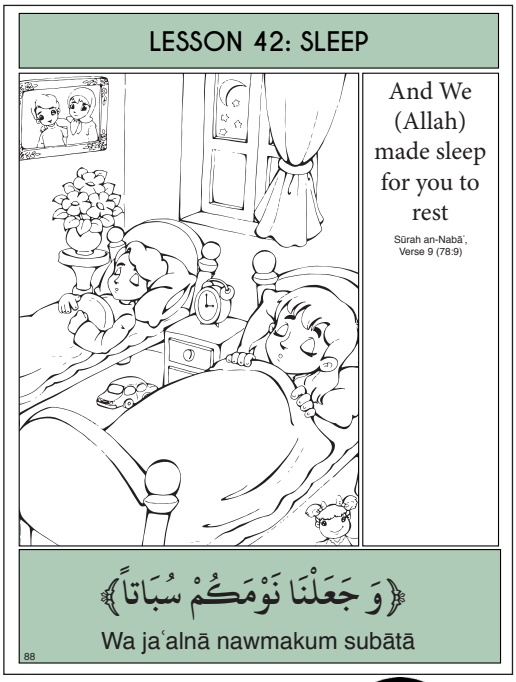
Students will learn how Allah made sleep a blessing for us to rest. They will then memorize the āyah.

وَجَعَلْنَا نَوْمَكُمْ سُبَاتاً

Transliteration: Wa jaʿalnā nawmakum subātā
Translation: And We (Allah) made sleep for you to rest
Āyah Source: Sūrah an-Nabā, Verse 9 (78:9)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about the benefits of sleep and rest. How much should we sleep? How do you feel when you sleep too much or too little?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, why do you think Allah made sleep for us? Students will most likely answer, “So we can rest!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 42: SLEEP
And We (Allah) made sleep for you to rest
Sūrah an-Nabāʾ, Verse 9 (78:9)
﴿وَ جَعَلْنَا نَوْمَكُمْ سُبَاتاً﴾
Wa jaʿalnā nawmakum subātā
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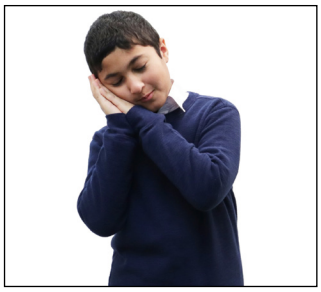
STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Sleep is very important for the human body. Did you know 1/3 of our life is spent sleeping? Allah has given us the gift of sleep so we can rest, let our body and brain relax, and re-energize to do things the next day!
   - Do you know some benefits for getting enough sleep? Examples - helps manage stress, makes your immune system stronger, helps you learn new things, makes your memory stronger, and more!
   - Do you know what happens when you don’t get enough sleep? Examples - fatigue, difficulty concentrating, you feel cranky and grouchy, etc
   - Being able to fall asleep easily at night and have a good night sleep is a huge blessing from Allah and we should thank Him for it. There are some people that have so much trouble sleeping they have to take medicine for it!
   - Can you think of some good things you should do before you sleep? Examples - brushing your teeth, reciting duʿā, reciting tasbīḥ of Sayyidah Fāṭimah (ʿa) etc.
   - One important thing to do before sleeping is thinking about the misrakes you made during the day and ask for forgiveness. Promise Allah that you will try not to make the same mistakes tomorrow. Imām aṣ-Ṣadiq (ʿa) says it is very important that his shīʿahs do this before they sleep!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'sleeping hand,' be sure to say the Arabic (nawma) and translation (sleep) so that students can associate the sign with the Arabic word and English meaning.

Placing an object
(Wa jaʿlnā - and We (Allah) made)



Sleeping hand
(Nawma - sleep)

Point 3 fingers towards audience
(Kum - for you)

Rocking a baby
(Subātā - to rest)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/shahr-ramadhan2020. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Isra and Ibrahim would get into bed by 8:30 pm sharp, with their teeth brushed and in their comfy pajamas. They always wanted to make sure they got enough sleep so their brains and bodies would be fresh every morning! One night, Isra just couldn't sleep! She tossed, turned, flipped over her pillow, and even drank water, but nothing helped! Finally after an hour, she went to her parents room. "Isra? Why are you still awake?" her mother asked. "I can't sleep!" Isra responded, laying down dramatically on her parent's bedroom floor. "Okay, up, up! I have some things that might help!" her mother said.

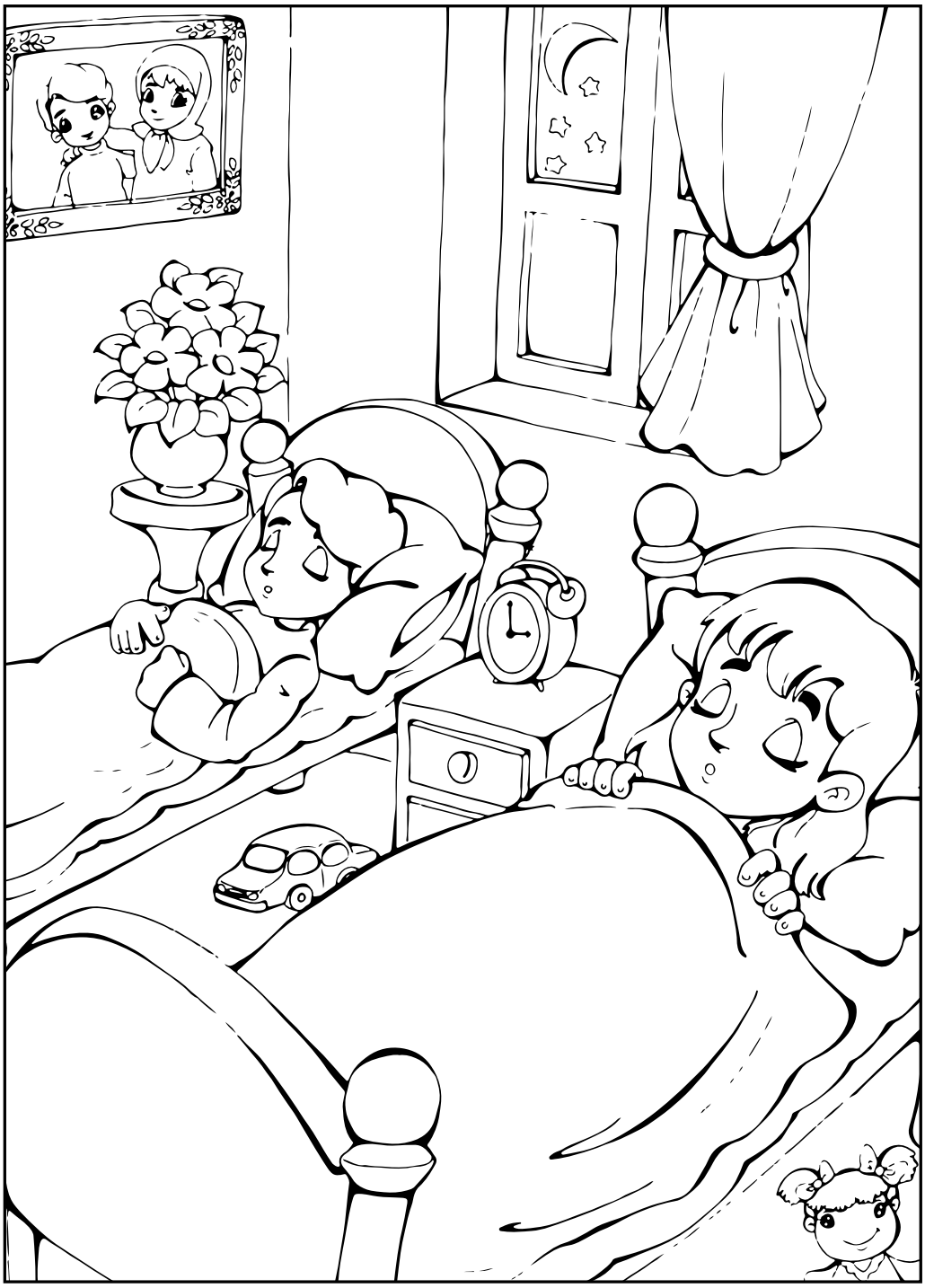
Her mother came with her back to her room. "I'm going to tell you some cool tricks about sleeping." Isra was so curious! What were these cool tricks? Her mother said, "It's mustaḥab to do wuḍūʾ before sleeping, because Allah will reward you as if you prayed the entire night! And if you read Sūrah al-Ikhlās three times before sleeping, Allah will reward you as if you recited the entire Qurʾān!" Isra's eyes widened. "The entire Qurʾān?! I can get thawāb for just sleeping?" she asked. "Yes!" her mother said. "You can also try reading tasbīḥ of Sayyidah Fāṭimah az-Zahrāʾ, and you'll definitely be asleep in no time!" Isra thanked her mother, and followed all her advice. She was asleep before she even finished her tasbīḥ! Isra always used the advice her mother gave her and almost always fell asleep easily, alḥamdulillāh!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that Allah made sleep for us to rest, and prioritize getting enough!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gestures gestures. When they finish coloring, they can complete the matching worksheet.

SLEEP



And We (Allah) made sleep for you to rest

Sūrah an-Nabāʾ, Verse 9 (78:9)

﴿وَ جَعَلْنَا نَوْمَكُمْ سُبَاتاً﴾

Wa jaʿalnā nawmakum subātā

A Blessing From Allah

Objective: Children will learn about why sleep is a blessing Allah made for us, and some good habits to do before going to bed.

Suggested Ages: 5+

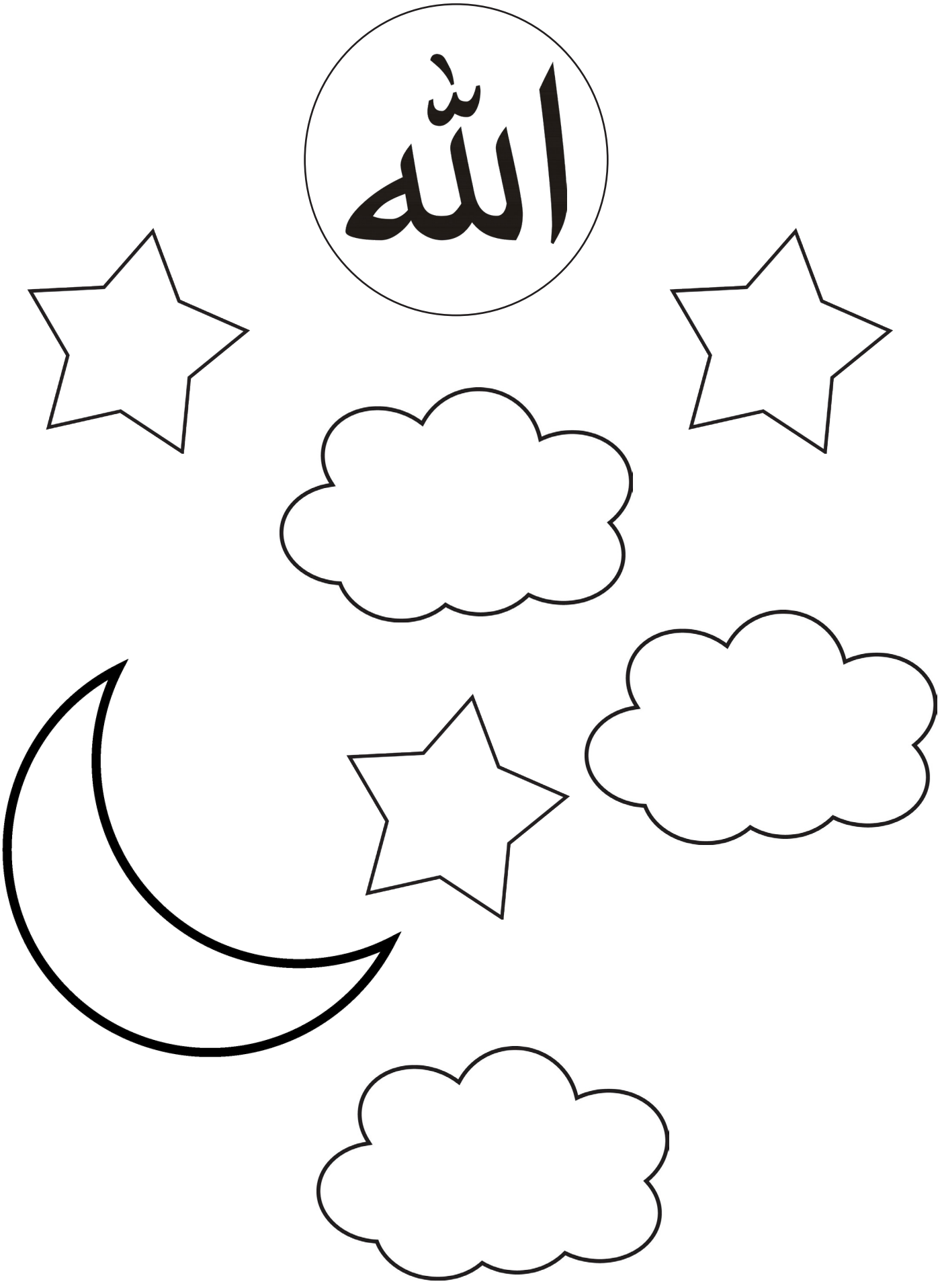
Time: 40 minutes

Materials:

- Allah circle, stars, clouds and moon template
- Sharpies or coloring pencils
- 5 strips of roughly 1 ½ by 8 ¾ inch construction paper (per child)
- 8 strips of ½ by 2 inch strips of construction paper of the same color
- Scissors
- Glue and tape
- Option: crepe streamers, foil fringe, fringe made of construction paper or other embellishment

Procedure:

1. **SAY:** Salāmun ‘alaykum, everyone. We just learned some good habits that we can do before bedtime so that we get a good night’s sleep. Can anyone tell me what they are? [wait for responses]
2. **SAY:** Māshā’Allāh, great responses! We can make wuḍū, read Surah al-Ikhāṣ, reflect on our day, and promise Allah we will do better tomorrow. How do these things help us? [wait for responses]
3. **SAY:** Great responses. Everything in our life should be about being a better Muslim and growing closer to Allah. We have learned that Allah made sleep for us to rest. But our rest should be a good rest that helps us think better and have goals that lead us to Allah. So with these good habits we can make sure our sleep helps us to do good actions that brings us closer to Allah.
4. **SAY:** Today we will be making a project that will help us remember that our sleep is a blessing from Allah and we should use sleep to help us be closer to Him, inshā’Allāh.
5. At this time hand out the Allah circle, stars clouds, and moon template.
6. Have the children color and decorate their templates.
7. At this time hand out 5 strips of 1 ½ by 8 ¾ inch construction paper.
8. Assist the children in rolling each strip into a loop, overlapping the ends by a ½ inch (this is the seam) and then glue or tape in place.
9. Next stand the loops up on their over lapped seams and line them in a row.
10. Hand the children 8 strips of ½ inch by 2 inch construction paper.
11. Tape each strip so that one end is attached to one loop and the other end is attached to the next loop. You will need for strips to attach the seam sides.
12. First attach the loops at the seams, then roll the loops over and use the remaining four strips to attach them at the sides opposite of the seams.
13. Then assist the children in cutting out the Allah circle, stars, clouds, and moon pieces.
14. Glue the Allah circle to the top loop, glue two pieces each to loops 2-4, and one piece to the bottom loop.
15. Finally, if embellishments are available, assist the children in gluing fringes or crepe paper to the bottom loop.
16. The children can then pin this craft on their wall above their door or bed to remind them that sleep is a blessing from Allah and He is always watching over us.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Lesson 10: Claiming That You're Better

(taken from Verses of Light Curriculum Lesson 43)

OBJECTIVE

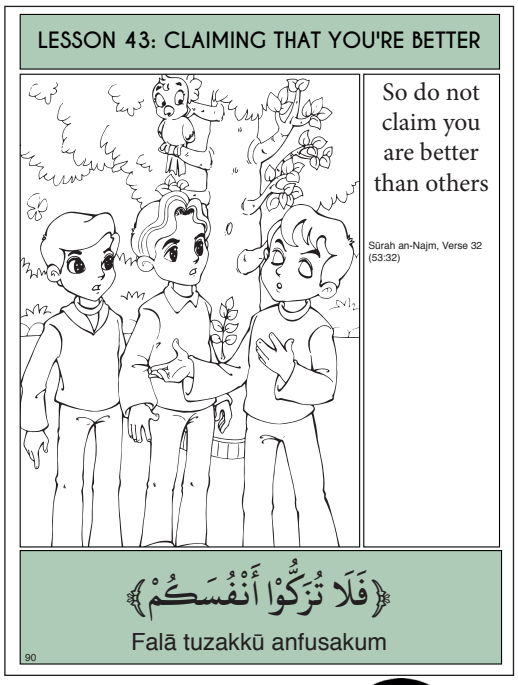
Students will learn the importance of being humble when it comes to their good qualities and deeds. They will then memorize the āyah.

فَلَا تُزَكُّوْا أَنْفُسَكُمْ

Transliteration: Falā tuzakkū anfusakum
Translation: So do not claim you are better than others
Āyah Source: Sūrah an-Najm, Verse 32 (53:32)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** When someone claims to be the best at something, what are they saying about themselves? What does spiritual purity mean? If someone claims they are very spiritually pure, what are they saying about themselves?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what does Allah tell you not to do? Students will most likely answer, "Not claim that we're better than others!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 43: CLAIMING THAT YOU'RE BETTER
So do not claim you are better than others
Sūrah an-Najm, Verse 32 (53:32)
﴿فَلَا تُزَكُّوْا أَنْفُسَكُمْ﴾
Falā tuzakkū anfusakum
90

STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - We should always try to be humble about ourselves and remember that we aren't better than others. Allah loves those that are humble!
   - Who gave us all of our good qualities? Allah right? So even if we're the best at something, it's only because it was given to us by Allah. We shouldn't brag about them to others, since it's a blessing and gift to us from Allah!
   - Allah knows all of our deeds and sees everything because he is al-ʿAlīm and al-Basīr! If we sincerely do a good deed for the sake of Allah and have ikhlās, there is no need for us to show off and tell others about our good deeds because Allah is the only one that matters!
   - If a person shows off after doing a good deed, do you think they're doing it for Allah or to impress others? On the Day of Judgement, what do you think Allah will say to you about your deed? He will remind you that you didn't really do it for Him!
   - Remember everything comes from Allah, so all the good deeds we do is because Allah gives us the strength to do them! If He did not give us the intelligence and strength, we would not be able to accomplish anything. If fact, we wouldn't even have been born if he didn't give us life!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to boast,' be sure to say the Arabic (tazakkū) and translation (claim you are better) so that students can associate the sign with the Arabic word and English meaning.

Make "No" with your finger
(Falā - so do not)

Make "No" with your finger
(Falā - so do not)

Pretend to boast
(Tuzakkū - claim you are better)

Point 3 fingers towards audience
(Anfusakum - better than others)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/shahr-ramadhan2020. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Qasim was walking to school when he met Mohammad, who was bent down struggling to tie his laces. "Salām Mohammad! Can I help?" he asked. "ʿAlaykum salām, yes please. I tried to do it on my own, but they wouldn't stay tied," Mohammad replied. He bent down and tied Mohammad shoelaces for him, and then they continued on their way.

Later during recess, a group of kids gathered around Mohammad, who showing off his history project. It had an "A" and a golden star. "I did it all by myself" Mohammad bragged. "I'm the best at everything!" The other kids ooh-ed and ahh-ed, impressed by his good grade. When they dispersed, Mohammad began walking and tripped! His shoelace was untied -- again! Qasim went and gave him a hand, smiling a little and gently reminded him, "Your school work is good, but remember, Allah said that we should be humble about our good qualities?" Mohammad felt embarrassed. I shouldn't have bragged so much about being the best at everything, he thought. That made tripping even more embarrassing—I can't even tie my own shoes! Mohammad was relieved at how nice and humble Qasim was. He realized that Qasim was actually better than him, because he didn't laugh at him or rub it in his face in a mean way. Mohammad decided to try to be humble about his accomplishments and thanked Qasim. "Don't worry about it," Qasim said. "Let's go play before recess ends. But you should probably tie your shoes first!"

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember to be humble and not to claim that we're better than others!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gestures gestures. When they finish coloring, they can complete the matching worksheet.

CLAIMING THAT YOU'RE BETTER

So do not claim you are better than others

Sūrah an-Najm, Verse 32 (53:32)

﴿فَلَا تُزَكُّوْا أَنْفُسَكُمْ﴾

Falā tuzakkū anfusakum

Do Not Claim to be Better

Objective: Children will learn that being humble helps us to be closer to Allah and that it helps us have a better relationship with our Muslim brothers and sisters.

Suggested Ages: 5+

Time: 40 minutes

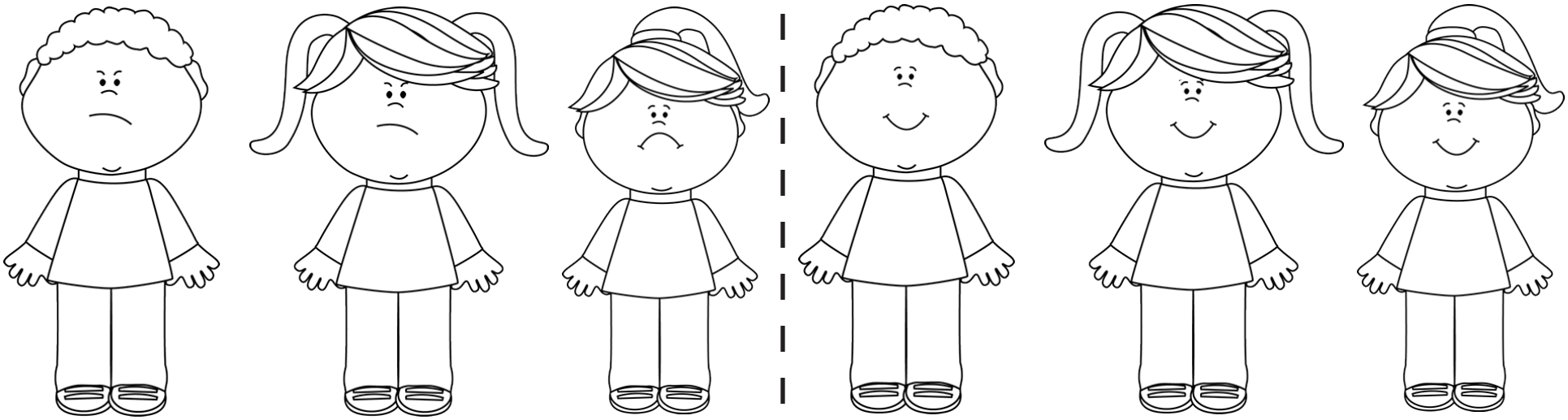
Materials:

- Not better than others folding card template
- Sharpies or coloring pencils
- Scissors
- Glue

Procedure:

1. **SAY:** Salāmun ‘alaykum, everyone. Today we have learned that those who show off their deeds are not doing so for the sake of Allah. What should our attitude be when we do things for the sake of Allah? [wait for responses]
2. **SAY:** Good guesses. We should carry out our deeds humbly and we should not go around telling people the good deeds we did. It should be enough for us that Allah knows what our good deeds are. Can anyone tell me what it means to be humble? [wait for responses]
3. **SAY:** Māshā’Allāh, great guesses. When we are humble, we do not show off and we always remember Allah and we remember that He is the greatest of all. We must remember that without Allah we would be lost. This is why it is important to be humble and kind. What happens when we are humble and kind around our Muslim brothers and sisters? [wait for responses]
4. **SAY:** Great guesses. When we are humble and kind around our Muslim brothers and sisters then we have a better relationship with them. Our brothers and sisters will then also appreciate each other. So, you see, we do not need to tell people about your good deeds. They will already know and they will appreciate your kindness.
5. **SAY:** Today we will make a special project that will show us how to be humble and inshā’Allāh have a good relationship with our brothers and sisters in Islam.
6. At this time hand out the not better than others folding card template.
7. Have the children color and decorate their templates.
8. Then have the children cut at the dotted lines to separate the two halves of the template.
9. Next have them fold the piece with the happy children at the fold line such that the happy children are inside the card.
10. Then assist the children in cutting out the cloud with the Quranic verse and the strip with the sad children.
11. Assist the children in gluing the sad children onto the front of the front flap of the card such that they roughly align with the happy children on the inside of the card.
12. Finally open the card and glue the cloud on the blank flap above the happy children.

And do not say you are
better than others
(Holy Quran, 53:32)



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LESSON 11

The Importance of Learning

يَرْفَعِ اللّٰهُ الَّذِيْنَ ءَامَنُوا مِنْكُمْ وَ الَّذِيْنَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Allah will raise the status of those among you who have faith and have been given knowledge.

Sūrah al-Mujādilah, Verse 11

One day, Prophet Muḥammad (ṣ) entered the masjid and saw two groups of people. The first group was busy praying, while the second group was in the middle of a lively discussion about important issues.

The Prophet (ṣ) then said, "Allah is pleased with what both of these groups are doing, but I will join the second group because Allah sent me to teach people and help them understand things better."

When we learn more about who Allah is, our acts of worship become much more special. Our prayers are worth more when we realize more about what is true in the world.

Anecdotes of Pious Men

إِنَّ الْمَلَائِكَةَ لَتَضَعُ أَجْنِحَتَهَا لِطَالِبِ الْعِلْمِ

Prophet Muḥammad (ṣ):
Indeed, angels spread out their wings [out of respect] for the seekers of knowledge.

Biḥār ul-Anwār, Vol. 1, P. 177

Learning & Worship

Objective: Children will learn that gaining knowledge improves our worship and is just as important as the act of worship.

Suggested Ages: 5+

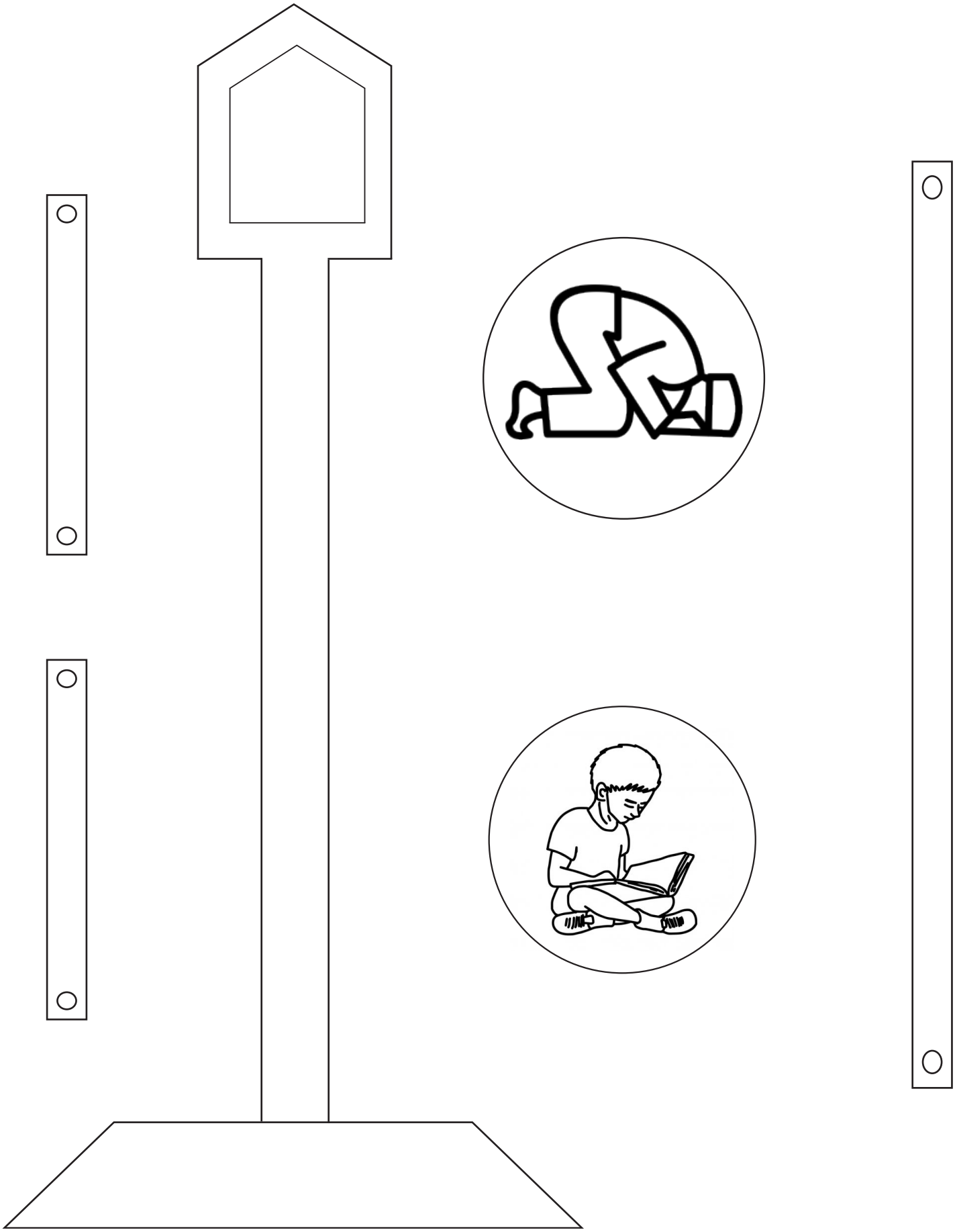
Time: 40 minutes

Materials:

- The Importance of Learning - Lesson 11 Handout
- Scale, praying person, and studying person template
- 1 sheet construction paper (per child)
- 4 strips of ¼ inch by 4 inch construction paper (of a different color from sheet; per child)
- Sharpies or coloring pencils
- Scissors
- Glue or tape

Procedure:

1. **SAY:** Salāmun ʻalaykum, children. Today we are going to explore the importance of learning. Is ʻibādah (worship) more important or learning? [wait for responses]
2. **SAY:** Māshāʾ Allāh, many great guesses. Both ʻibādah, or worship, and learning are important, as seen in the example of the Noble Prophet (ṣ). In fact they work together hand in hand. What kind of knowledge is most important to learn? [Wait for responses]
3. **SAY:** Great suggestions! Let's look at the example of the Noble Prophet (ṣ) to learn what is the best kind of knowledge.
4. At this time pass out a copy of the Lesson 11 Handout.
5. After reading the story **ASK:** What did the Noble Prophet (ṣ) say about the group who was praying and the group that was learning? [wait for responses]
6. **SAY:** Good answers! Knowledge that brings us closer to Allah and improves our worship of Allah is just as important as praying to Allah. Therefore the best kinds of knowledge are those that help us to know Allah and worship him as best as we can.
7. At this time, hand out the scale, praying person, and learning person template.
8. Have the children color and decorate their template.
9. Then, assist the children in cutting out all of the pieces.
10. At this time hand out the sheets of construction paper.
11. Have the children glue the weight scale stand to the construction paper.
12. Next have the children glue the cross bar to the top of the weight scale stand.
13. Next, glue the praying person on top of one weigh pan and the learning person on top of the other weigh pan.
14. At this time hand out the ½ by 4 inch strips of paper.
15. Assist the children in forming the strips into upside down Vs; the points of the Vs should be affixed over the dots at either end of the cross bar.
16. The open ends of the Vs should be roughly affixed to the dots at the ends of the weight pans.



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LESSON 12

The Importance of Taking Notes

وَ الْقَلَمِ وَ مَا يَسْطُرُونَ

By the pen and by what they write.

Sūrah al-Qalam, Verse 1

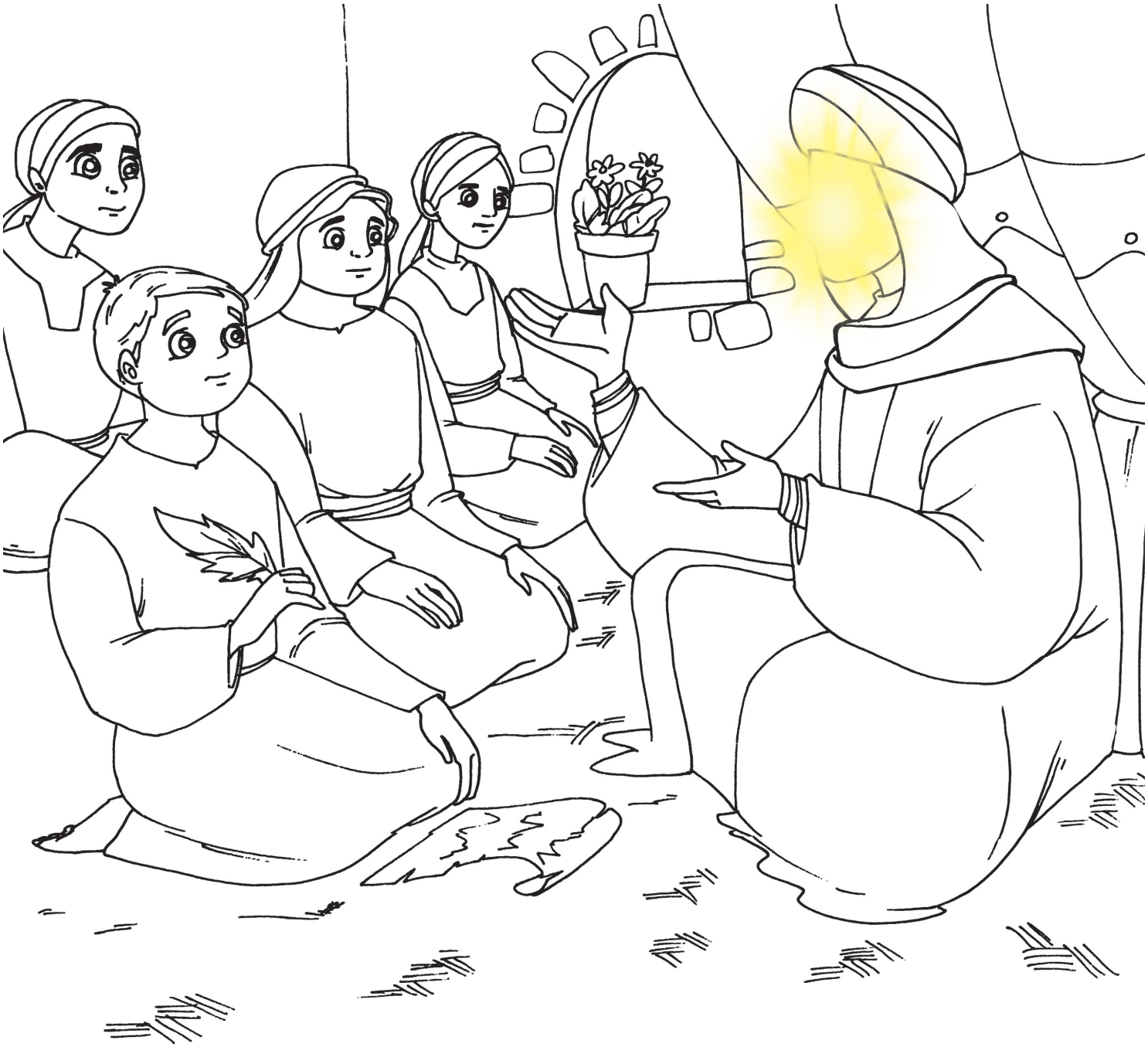
One day, Imām Ḥasan (ʿa) gathered a group of young people from his family and told them, "Today you are children, but tomorrow you will be leaders, so work hard to learn and understand. If you can't remember what your teacher says in class, take notes so that you can review them whenever you need to."

Biḥār ul-Anwār, Vol.2, P.152

قَيِّدُوا الْعِلْمَ بِالْكِتَابَة

Prophet Muḥammad (ṣ):
Save knowledge through note-taking.

History of Shīʿah Ḥadīth, Vol. 1, P. 17



Notebook

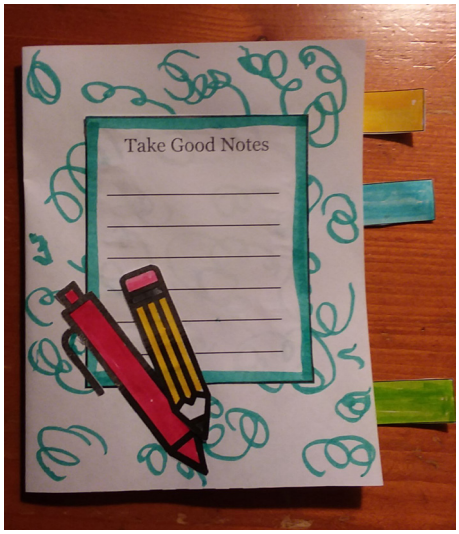
Objective: Children will review the importance of taking notes as well as learn some things they can do to make learning more interesting and effective.

Suggested Ages: 5+

Time: 40 minutes

Materials:

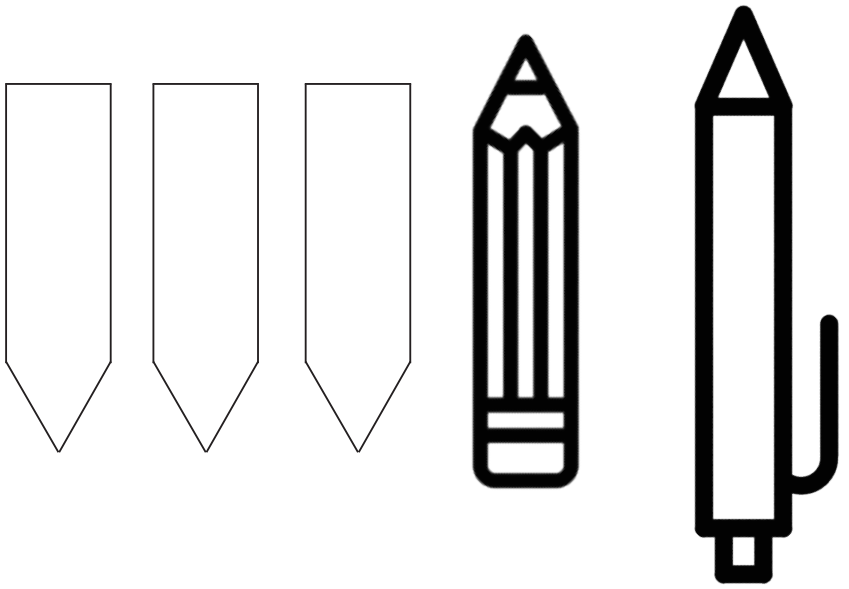
- The Importance of Taking Notes - Lesson 12 Handout
- Notebook and accessories template
- Sharpies or coloring pencils
- Scissors
- Glue



Procedure:

1. **SAY:** Salāmun ʻalaykum, children. We all know that learning is very important. There are a few things we can do before learning to help us, such as saying bismillāh and reciting a duʻā before we begin. What are some other things we can do to help us enjoy learning so that we can improve the way we learn? [wait for responses]
2. **SAY:** Māshā'Allāh, many great responses. Some things we can do is rest well before we attend lessons, eat a healthy meal to fuel our minds, and participate when the teacher asks questions. What are some things we can do to help us remember what we learn? [wait for responses]
3. **SAY:** Great answers! Let's look at the example of Imām Ḥasan (ʻa) to learn how we can remember what we learn.
4. At this time pass out a copy of the Lesson 12 Handout.
5. After reading the story **ASK:** What did Imām Ḥasan (ʻa) recommend we do to remember what we learn? And why is it important to remember? [wait for responses]
6. **SAY:** Good guesses. Imām Ḥasan (ʻa) said to take notes, and that it is important to remember what we learn so that when we grow up we can teach others and be good leaders, inshā'Allāh. Today our project will help us to remember the importance of taking notes.
7. At this time, hand out the notebook and accessories template.
8. Have the children color and decorate their template. Encourage them to decorate the notebook half of the template in bright colors and patterns.
9. Then have them cut the notebook half apart from the accessories half at the dotted line.
10. Next, assist the children in cutting out the accessories.
11. Then fold the notebook half at the fold line.
12. The folded edge of the notebook should be on the left and the open edge should be on the right.
13. Next, paste the Take Good Notes rectangle onto the cover of the notebook.
14. Then glue the pen and pencil to the cover of the notebook.
15. Then apply glue to only the top edge of each "sticky-note" and glue inside the notebook.
16. Finally, glue the pointed end of the sticky tags and stick them in place at the edge of the notebook so that the straight end sticks out of the notebook like a tag.

Take Good Notes



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LESSON 13

The Importance of Thinking

أَفَلاَ تَتَفَكَّرُونَ

Will you not think?

Sūrah al-Anʿām, Verse 50

One day, Prophet Muḥammad (ṣ) saw a man sitting by himself, deep in thought. So he sat beside him and asked, "What are you thinking about?"

The man said, "Allah says in the Qurʾān that smart people think about the wonders of the world, so I'm thinking about how Allah created everything so perfectly and beautifully!"

The Prophet (ṣ) then said, "*SubḥānAllāh*! Did you know that one hour of thinking is better than a whole year of worship?"

As human beings, we always need to make time to think about things in silence. There are so many important things to figure out in our heads. Our minds should be busy thinking about things like how we've spent our lives, how we plan to become better people, how Allah gave us so many blessings, how best to use our time, and so on.

100 Topics, 500 Stories

فَضْلُ فِكْرٍ وَ تَفَهُّمٍ أَنْجَعُ مِنْ فَضْلِ تَكْرَارٍ وَ دِرَاسَةٍ

Imām ʿAlī (ʿa):

To think about something and try to understand it is more useful than to just read and memorize.

Ghurar al-Ḥikam wa Durrar al-Kalam, #6564

Thinking Headband

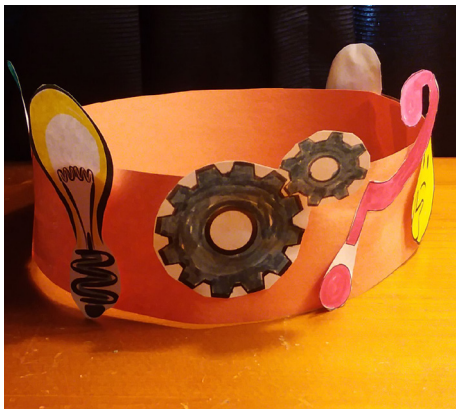
Objective: Children will learn that thinking should be constructive and should lead to self-improvement and a better relationship with Allah.

Suggested Ages: 5+

Time: 40 minutes

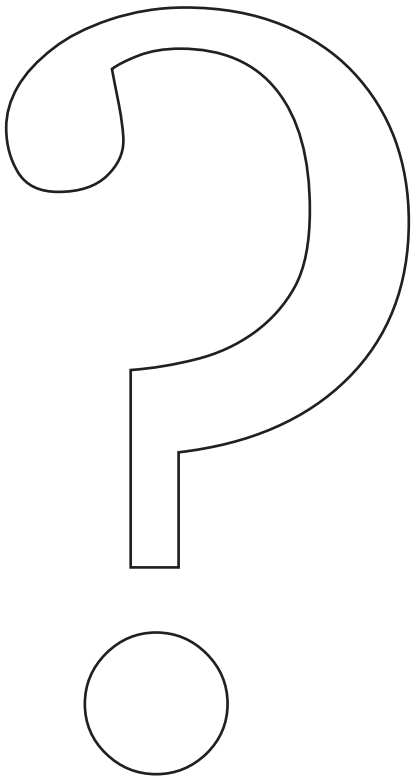
Materials:

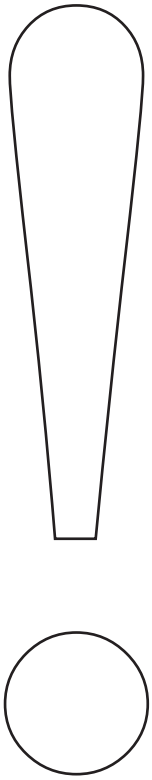
- The Importance of Thinking - Lesson 13 Handout
- Thinking gadgets template
- 3 x 12 inch strips of construction paper (2 to 3 pieces per child depending on headband size)
- Sharpies or coloring pencils
- Scissors
- Glue

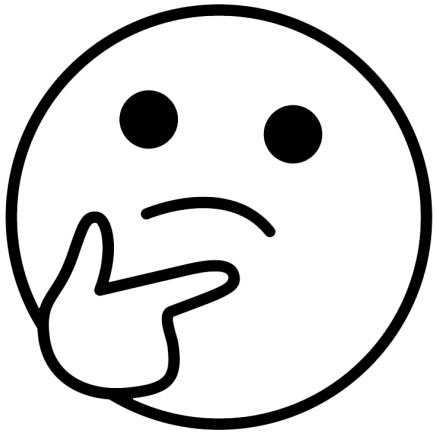


Procedure:

1. **SAY:** Salāmun ‘alaykum, children. We think thousands of thoughts everyday. What are some things that you think about? [wait for responses]
2. **SAY:** Māshā’Allāh, so many thinkers! What is the best use for thinking or what is the best way to think and ponder? [Wait for responses]
3. **SAY:** Great suggestions! Let’s look at the example of The Prophet (ṣ) and a man who was thinking, so that we may learn how to think.
4. At this time pass out a copy of the Lesson 13 Handout.
5. After reading the story **ASK:** What is the best use for thinking and how should we think? [wait for responses]
6. **SAY:** Good suggestions. Basically, our thoughts should be focused on how to be a better person, how to have a better society, how to be closer to Allah, and how many blessings Allah has created and given to us. The best way to do so is in silence and with concentration. Today we will make a project to help us remember the importance of thinking, inshā’Allāh.
7. At this time, hand out the thinking gadgets template.
8. Have the children color and decorate their template and help them cut out all the pieces.
9. At this time hand out at least 2 pieces of the 3 x 12 inch construction paper to each child.
10. Assist them in taping or gluing together a headband that goes around the head, some children may need another strip of construction paper.
11. Finally, have the children glue the thinking gadgets to the front and sides of their headbands.







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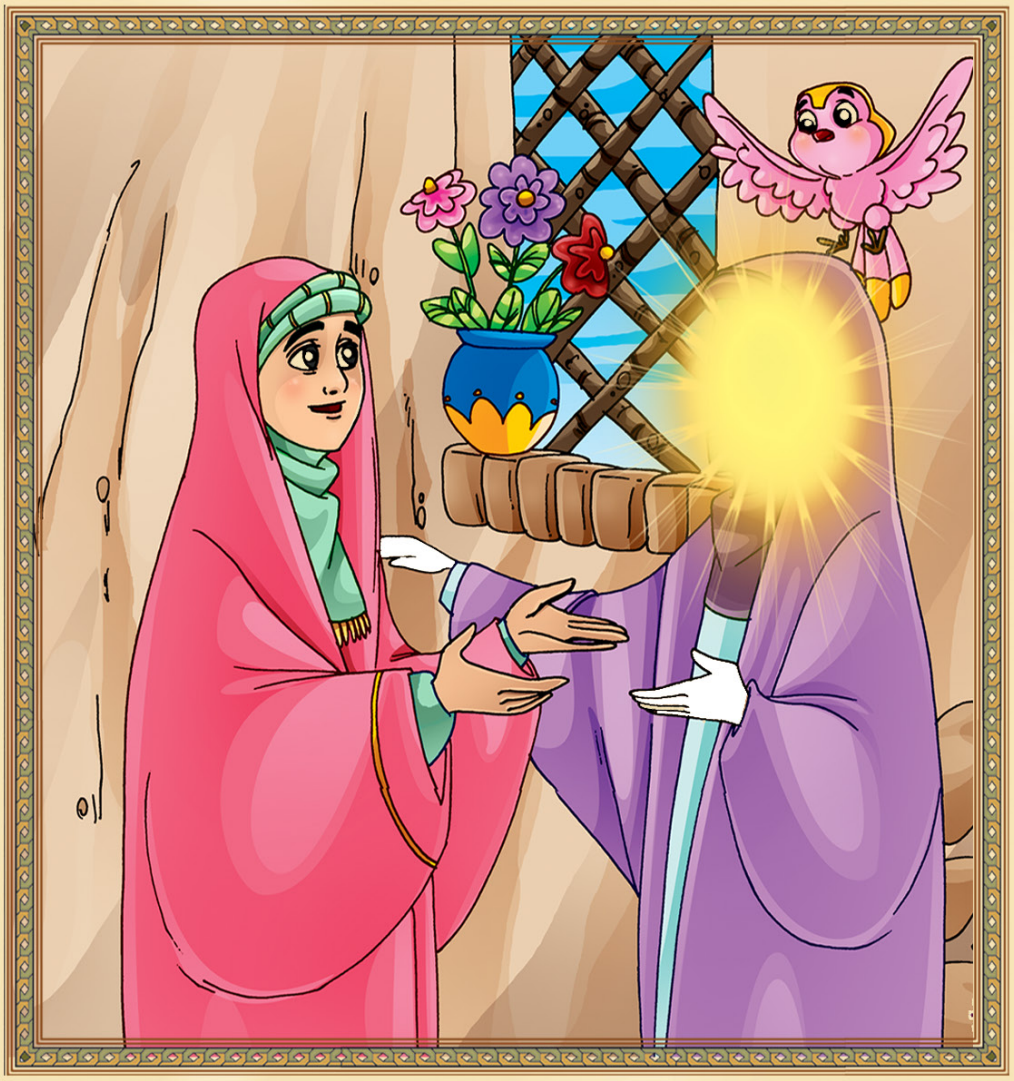
LESSON 14

The Importance of Asking Questions



فَاسْئَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ

If you don't know something, ask those who [know] and always remember Allah.

Sūrah al-Anbiyāʾ, Verse 7

Sayyidah Fāṭimah (ʿa) used to teach Qurʾān to the women of Medina. In one of these gatherings, there was a woman who kept asking a bunch of questions! Sayyidah Fāṭimah (ʿa) made sure to answer all of them patiently and with a smile.

After the woman asked her tenth question, she felt embarrassed and said, "I bothered you with so many questions today!" Sayyidah (ʿa) gently replied, "Ask as many questions as you would like and I will gladly reply. Allah gives thousands of rewards for every answer that I give."

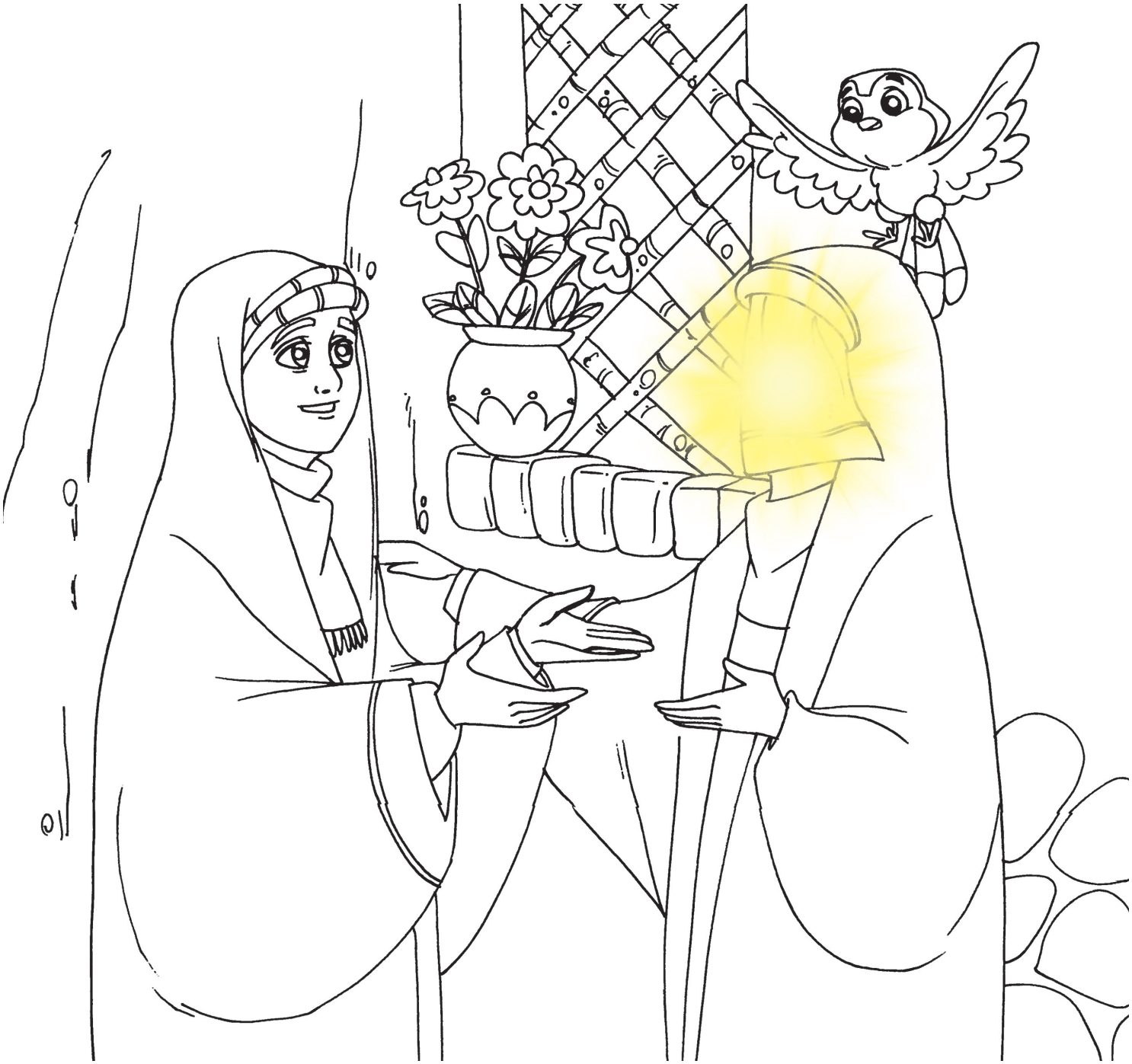
Whenever you have a question, big or small, don't be shy to ask! Ask the right people — people who know more about the subject you're wondering about. You can also save your questions for later, when you meet with a teacher or scholar.

Biḥār ul-Anwār, Vol. 2, P. 3

اَلسُّؤَالُ نِصْفُ الْعِلْمِ

Prophet Muḥammad (ṣ):
A good question is half of knowledge.

Kanz ul-ʿUmmāl, #29260



Remember to Ask Questions

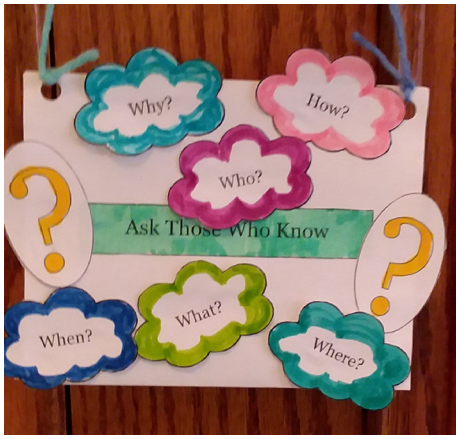
Objective: Children will review that it is best to ask questions of those who are knowledgeable in order to get the correct answers.

Suggested Ages: 5+

Time: 40 minutes

Materials:

- The Importance of Asking Questions - Lesson 14 Handout
- Questions holder and accessories template
- 14 inches of yarn (1 piece per child)
- Sharpies or coloring pencils
- Scissors
- Glue



Procedure:

1. **SAY:** Salāmun ʻalaykum, children. When you have a question that you want the answer to, what should you do? [wait for responses]
2. **SAY:** Māshāʾ Allāh, many great responses. We should ask someone. But who should we ask? [wait for responses]
3. **SAY:** Great suggestions! Let's look at the example of Sayyidah Fāṭimah (ʻa) to find out who we should ask our questions.
4. At this time pass out a copy of the Lesson 14 Handout.
5. After reading the story **ASK:** Who should we go to with our question? [wait for responses]
6. **SAY:** Māshāʾ Allāh, good suggestions. We should ask someone who knows and is well educated on the subject we are asking about. The people who know the most are our Ahl al-Bayt. But our parents and teachers can help us to find the answers. Inshāʾ Allāh, today we will make a project to help us remember to ask those who know.
7. At this time, hand out the questions holder template.
8. Have the children color and decorate their template.
9. Then have them cut the blank half from the accessories half and help them cut out the accessories.
10. Next, have them fold the blank half at the fold line. **The folded edge will be the bottom of the pocket.**
11. Next, glue the sides as close to the edge as possible and press them together and leave the top open. This forms the pocket.
12. Then, punch out holes at the top two corners at the opening of the pocket.
13. At this time hand out the yarn.
14. Have the children tie both ends of the yarn to the two hole-punched corners to form a handle for the pocket.
15. Finally glue the "Ask Those Who Know" banner, question clouds, and question marks to the front of the pocket.

Who?

What?

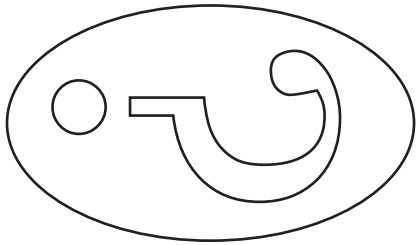
When?

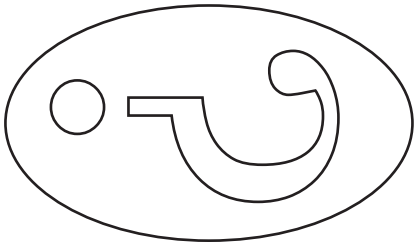
Where?

Why?

How?

Ask Those Who Know





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LESSON 15

The Importance of Praying for More Knowledge

وَ قُل رَّبِّ زِدْنِي عِلْمًا

And say, “My Lord, give me more knowledge.”

Sūrah Tāha, Verse 114

Allah once asked Prophet Mūsā (ʿa), "Who is the most knowledgeable person?"

He replied, "I do not know anyone more knowledgeable than You, O Allah. And You have also given special knowledge to me."

Allah then told him, "Yes, O Mūsā, I am the Most Knowledgeable, and from My servants, al-Khiḍr (ʿa) is more knowledgeable than you."

After hearing this, Prophet Mūsā (ʿa) really wanted to meet al-Khiḍr (ʿa) and learn from him. So, he went in search of him.

When he found al-Khiḍr (ʿa), he thanked Allah for this blessing. For Prophet Mūsā (ʿa), it was a very special moment to finally meet him! He thought to himself, I will try to learn everything I can from al-Khiḍr.

At one point, they were walking together along the coast when they saw a bird filling its beak with water from the ocean and pouring it onto the ground. Al-Khiḍr (ʿa) asked, "Do you know why this bird is doing this?"

Prophet Mūsā (ʿa) shook his head and listened carefully to what al-Khiḍr (ʿa) was about to say. "This is Allah's way of showing us that our knowledge compared to His knowledge is like a drop in the gigantic ocean."

Tafsīr Nūr, Vol. 7, P. 399

سَلُوا اللَّهَ عِلْمًا نَافِعًا

Prophet Muḥammad (ṣ):
Ask Allah for useful knowledge.

Nahj ul-Faṣāḥah, #1743

Du‘ā For More Knowledge

Objective: Children will learn that Allah is the absolute source of knowledge and therefore we should turn to Him when we wish to attain more knowledge and wisdom.

Suggested Ages: 5+

Time: 40 minutes

Materials:

- The Importance of Praying for More Knowledge - Lesson 15 Handout
- Praying hands, stars, and banner template
- Construction paper (1 sheet per child)
- Sharpies or coloring pencils
- Scissors
- Glue

Procedure:

1. **SAY:** Salāmun ‘alaykum, children. Where are some of the best places to find more knowledge? [wait for responses]
2. **SAY:** Māshā’Allāh, many great responses. We can go to school, ask our parents and teachers questions, listen to majālis, watch documentaries and many other things. Who is the absolute source of knowledge? [wait for responses]
3. **SAY:** Great suggestions! Let’s look at the example of Prophet Musa (‘a) and Prophet Khiḍr (‘a) to learn who is the absolute source of knowledge.
4. At this time pass out a copy of the Lesson 15 Handout.
5. After reading the story **ASK:** Who is the ultimate source of knowledge? [wait for responses]
6. **SAY:** Good! The ultimate source of knowledge is Allah. Therefore we should always ask Him to help us find more knowledge so that we may increase in our wisdom and grow closer to Him, inshā’Allāh.
7. At this time, hand out the praying hands, stars, and banner template.
8. Have the children color and decorate their template.
9. Assist the children in cutting the banner out in an arch shape and cutting out all the stars and the praying hands.
10. At this time hand out a sheet of light colored construction paper to each child.
11. Have them glue the praying hands at the bottom of the sheet of construction paper.
12. Then have them glue the banner at the top of the construction paper.
13. Have the children draw 4-5rays of light emitting from the praying hands in a fan shape.
14. Finally, have the children glue the stars in a scattered pattern between the praying hands and the banner so they appear to be floating up to the heavens.

My Lord, give me more *knowledge!*

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AL-KISA FOUNDATION

UNDER THE CLOAK OF GUIDANCE AND MERCY